R E P O R T R E S U M E S

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PRACTICES OF SALARY DIFFERENTIAL PAYMENT TO SPECIAL CLASS TEACHERS OF THE MENTALLY RETARDED IN IOWA PUBLIC SCHOOLS.

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DURING 1963-1964, 418 SPECIAL CLASSES FOR EDUCABLE MENTALLY RETARDED (EMR) AND 70 CLASSES FOR TRAINABLE MENTALLY RETARDED (TMR) CHILDREN WERE SPONSORED BY 141 SCHOOL DISTRICTS AND 57 COUNTY BOARDS OF EDUCATION IN IOWA. COUNTY BOARDS AND SCHOOL DISTRICTS SPONSORING THESE PROGRAMS RESPONDED TO A STATE QUESTIONNAIRE ON SALARY DIFFERENTIALS PAID TO TEACHERS. RESULTS SHOWED THAT 58 PERCENT OF THE DISTRICTS SPONSORING EMR CLASSES PAID SALARY DIFFERENTIALS WHILE 19 PERCENT PAID A DIFFERENTIAL TO TEACHERS OF TMR CLASSES. MEAN SALARY DIFFERENTIAL IN DISTRICT SPONSORED CLASSES WAS $312 FOR EMR TEACHERS AND $271 FOR TMR TEACHERS. FOR COUNTY BOARD SPONSORED CLASSES, 42 PERCENT REPORTED A SALARY DIFFERENTIAL (MEAN $229) FOR EMR TEACHERS, AND 26 PERCENT REPORTED A DIFFERENTIAL (MEAN $333) FOR TMR TEACHERS. BOTH SCHOOL DISTRICTS AND COUNTY BOARDS GAVE RECRUITMENT AS THE MAJOR REASON FOR SALARY DIFFERENTIAL. BAR GRAPHS FRESENT DATA ACCORDING TO SIZE OF SCHOOL DISTRICT. (DF)

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PRACTICES OF SALARY DIFFERENTIAL PAYMENT TO SPECIAL CLASS TEACHERS OF THE MENTALLY RETARDED IN IOWA PUBLIC SCHOOLS

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INTRODUCTION

A perennial problem facing school administrators as they develop special education programs for the mentally retarded is the selection and availability of appropriate special class teachers. The administrators' experience in the employment of regular teachers provides him with the basic frame of reference in the selection factor; however, the availability of special class teachers properly trained and endorsed in the area of teaching the mentally retarded adds another dimension to the problem. While the University of Iowa and the State College of Iowa have been approved for training teachers of the mentally retarded in recent years, a major emphasis has been on the provision of training opportunities for those teachers with limited background to complete the requirements for full endorsement. Consequently, the number of new teachers entering the field of special education from these two training institutions has not been significant. The State Department of Public Instruction, recognizing the shortage of trained teachers, has implemented an approval procedure whereas teachers can become temporarily approved. Through these approval policies, school districts are allowed to employ teachers with as little as three years of college preparation to teach in approved special classes.

The effects of these policies have been positive in that teachers employed on the approval policy continue to progress toward full endorsement. During the 1963-64 school year, 175 teachers of educable classes were temporarily approved while 119 held Endorsement 35. An additional 91 special class teachers who were employed prior to 1959 are exempt from the approval clause. In the classes for the trainable, there were 31 teachers on temporary approval with 18 holding Endorsement 35 and 8 exempt from these policies. Of the total group of special class teachers for the mentally retarded, 22 in 1963-64 held Master's Degrees, 149 Bachelor's Degrees, and 161 with less than a degree. It should be noted that the majority of those holding less than a degree have attained at least senior standing at the undergraduate level.

The President's Panel on Mental Retardation reported in "A Proposed Program for National Action to Combat Mental Retardation" in October, 1963, that an additional 55,000 trained teachers of the mentally retarded would be required to meet the current demand. In citing the shortage of special class teachers, the following statement was made: "A critical barrier to rapid improvement of education service for handicapped children, including the retarded, is the overwhelming shortage of special teachers. With only about $\frac{1}{4}$ of all handicapped children enrolled in the nation's special classes, the current total of shortage of

special class teachers is in the order of 250,000. For the mentally retarded, there are probably no more than 20,000 teachers in the nation and perhaps a fourth of these do not meet minimum certification requirements for their difficult and highly specialized teaching tasks." Certainly there are many factors contributing to this shortage. However, in view of this shortage and considering the rapid growth in special classes for the mentally retarded, competition for recruitment of the special class teacher is significant.

STATEMENT OF PROBLEM

It has been stated that a salary differential has been one means of recruiting teachers in any "shortage" area. The Division of Special Education has been aware of varying salary practices in terms of special class teachers. Thus, it was considered important to ascertain the degree to which a salary differential has been employed as a means of recruitment. This study is designed to determine (1) the prevalence of paying a salary differential to special class teachers for the educable and/or trainable mentally retarded, (2) identify the administrators' reasoning for such a practice, and (3) to ascertain the amount of differential most frequently paid.

In view of the involvement of county boards of education sponsoring special education classes for retarded children, it was considered important to appraise the practices of paying salary differential by both county and local district boards of education.

PROCEDURES

A questionnaire was designed to obtain the needed information (copy enclosed in appendix). The questionnaire was coded according to size of school district and county boards of education. The following breakdown was used in classification of school districts.

Group A	10,000	and over
Group B	5,000	to 9,999
Group C	2,500	to 4,999
Group D	1,500	to 2,499
Group E	1,000	to 1,499
Group F	500	to 999
Group G	250	to 499
Group H	0	to 249

Superintendents were requested to return the questionnaire by a specific date. A second questionnaire and reminder letter was sent to those administrators not returning their completed questionnaire on the appropriate date. A total of 197 out of a possible 203 were returned, giving a total of 97.04%.

Space also was provided for additional comment on specific items on the questionnaire. A total of 95 superintendents submitted narrative remarks.

FINDINGS

Response of Administrators in 141 School Districts Sponsoring Special Classes for the Mentally Retarded

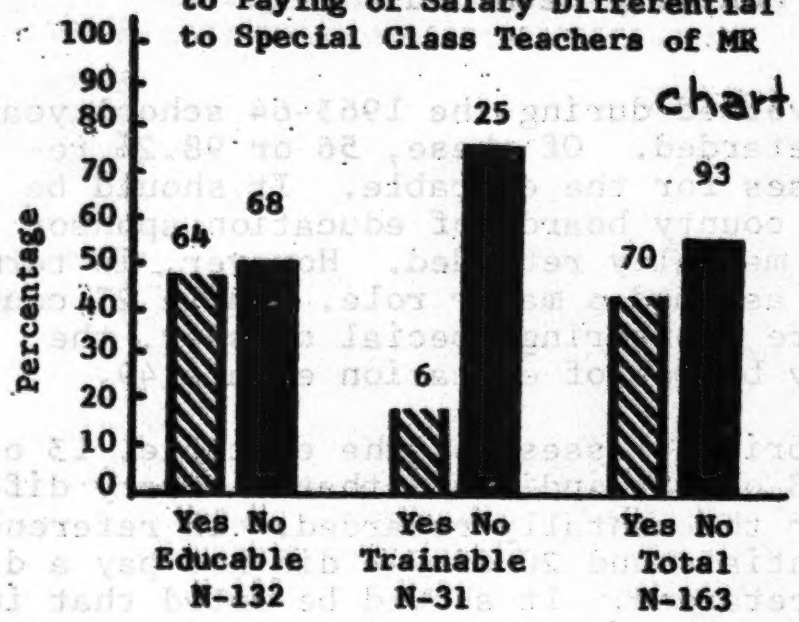
During the 1963-64 school year, 418 special classes for the educable mentally retarded and 70 classes for the trainable mentally retarded were sponsored by 141 school districts and 59 county boards of education. Charts 1, 2, 3, and 4 on page 5 present a graphic illustration of the responses of the 141 school districts in the four areas of concern in this study. It should be noted that in Charts 1 and 4 under "Total" that the percent equals a number greater than the number of school districts. This is accounted for by the duplication of school districts sponsoring both educable and trainable classes.

Chart 1--Of the 132 school districts sponsoring special classes for the educable mentally retarded, 64 or 48% indicated that a salary differential was paid to special class teachers of the mentally retarded. Sixty-eight districts or 52% indicated that no salary differential was paid to this group of teachers. In contrast to the significant number of districts paying a salary differential to special class teachers in classes for the educable, only 6 or 19% indicate that a salary differential was paid to teachers of trainable mentally retarded classes while 25 or 81% of the districts sponsoring trainable classes reported that no salary differential was paid. Chart 2--The mean salary differential paid to the teachers of special classes for the educable was $312.01 in contrast to a mean of $270.83 differential paid to teachers of the trainable mentally retarded. Chart 3--The mode differential for teachers of educable classes was $333.33 with a range of $100-$1000. For teachers of the trainable, the mode differential was $300 with a range of $200 to $300. In attempting to ascertain the reasoning for payment of a salary differential, three alternate choices were allowed the administrators, and they were: recruitment, work overload, and other. It should be noted that some administrators in their response checked more than one item resulting in a larger number of comments than number of respondents. However, it was considered informative that an accounting be made of the number and percent selecting specific choices. Thus, the total percent will be somewhat greater than 100 in the total category. Fifty-eight or 82.8% indicated that recruitment was a major justification for payment of a salary differential while 24 or 34.4% selected work overload. Six or 12.9% checked the other column and stated such reasons as attendance at summer school and longer contracts as being reasons. (Refer to appendix for comments)

Chart 4 reflects an attempt to ascertain whether or not the administrators paying a salary differential considered the practice to be desirable and/or justified. It is interesting to note that 59 or 62% felt that the payment of a salary differential was not desirable; however, 56 or 58% felt that it was justified. This implies that although it is not a desirable practice, it may be justified in view of the contrast between supply and demand of special class teachers.

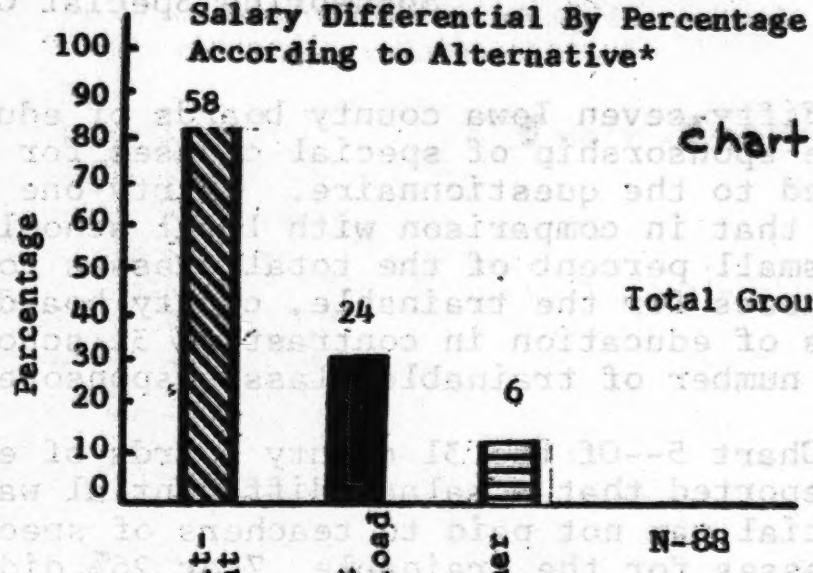
Percentage of Those Responding to Paying of Salary Differential to Special Class Teachers of MR

chart 1



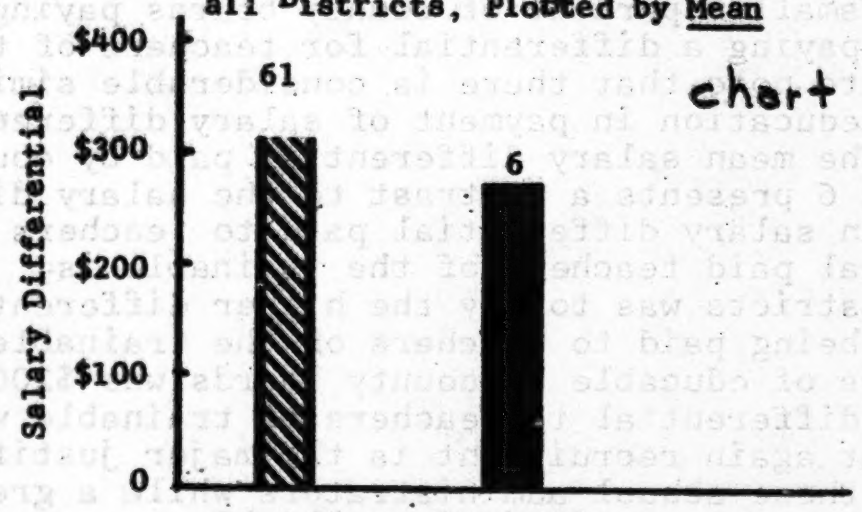
Justification for Payment of Salary Differential By Percentage According to Alternative*

chart 3



Amount of Salary Differential in all Districts, Plotted by Mean

chart 2

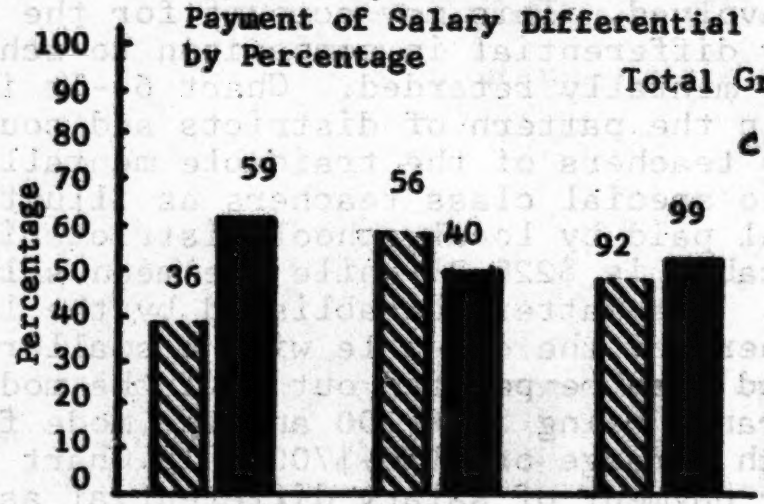


Classification of Special Class Teachers

Approval by Administrators for Payment of Salary Differential by Percentage

Total Group

chart 4



*Refer to Appendix for summary of Comments

FINDINGS

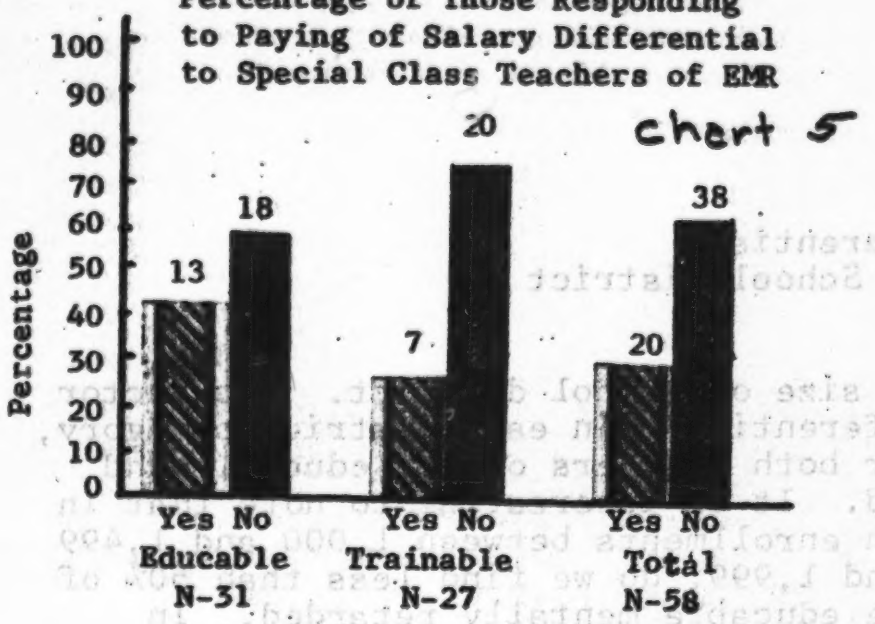
Response of Superintendents of 57 County Boards Sponsoring Special Classes for the Mentally Retarded

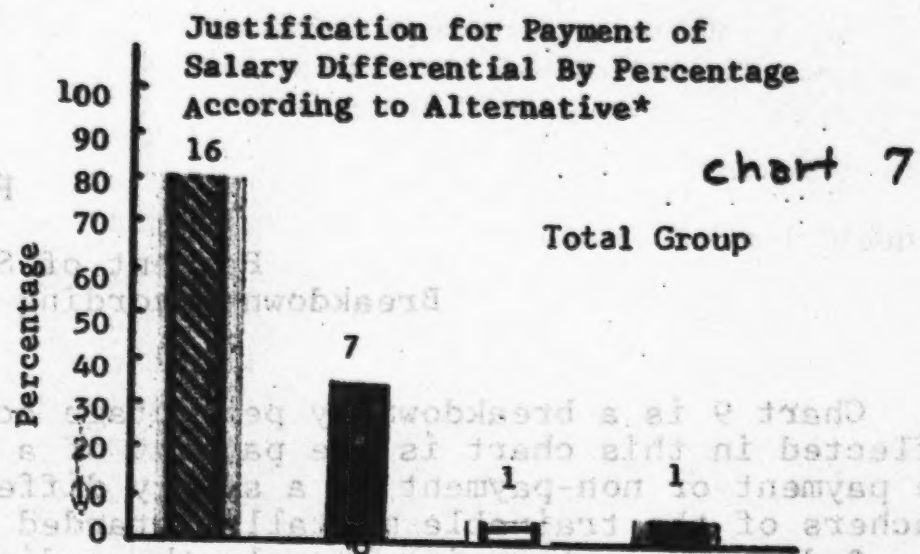
Fifty-seven Iowa county boards of education were involved during the 1963-64 school year in the sponsorship of special classes for the mentally retarded. Of these, 56 or 98.2% responded to the questionnaire. Thirty-one sponsored classes for the educable. It should be noted that in comparison with local school districts the county boards of education sponsor a very small percent of the total classes for the educable mentally retarded. However, in terms of classes for the trainable, county boards of education assumed a major role. While 27 county boards of education in contrast to 31 school districts are sponsoring special classes, the total number of trainable classes sponsored by the county boards of education equals 49.

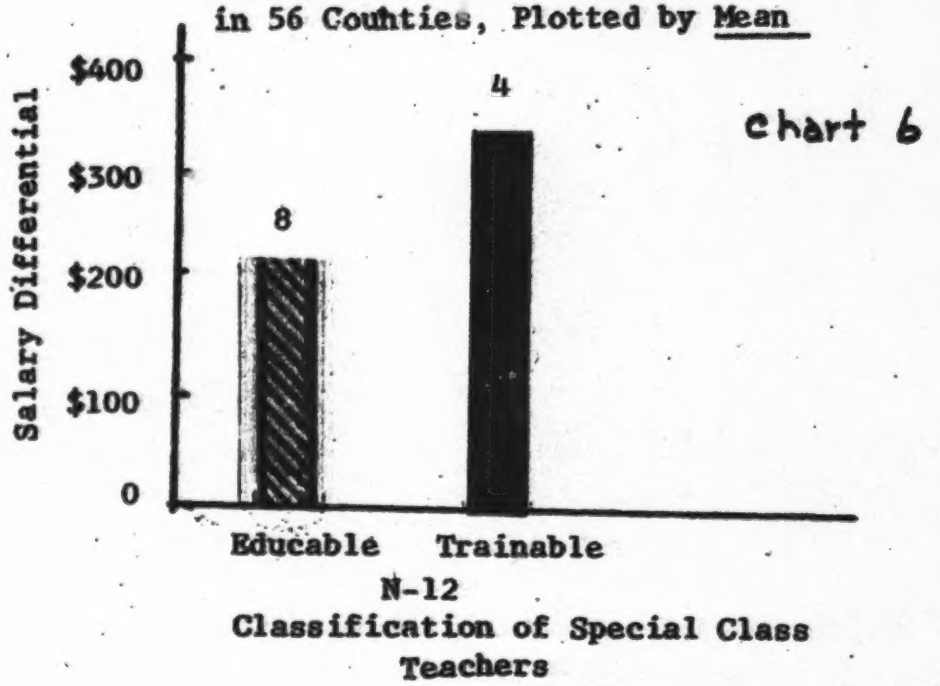
Chart 5--Of the 31 county boards of education sponsoring classes for the educable, 13 or 42% reported that a salary differential was paid while 18 or 58% indicated that a salary differential was not paid to teachers of special classes for the mentally retarded. In reference to classes for the trainable, 7 or 26% did pay a differential, and 20 or 74% did not pay a differential to special classes for the trainable mentally retarded. It should be noted that in most cases county boards of education do not have a salary schedule for their teaching staff. This is due to the relatively few number of rural schools operated by county boards of education. However, many county boards of education in hiring special class teachers which are housed in local school districts attempt to maintain salaries close to the salary schedule of the district involved. This may account for the significantly smaller percent of county boards paying a salary differential in comparison to school districts paying a differential for teachers of the educable mentally retarded. Chart 6--It is interesting to note that there is considerable similarity in the pattern of districts and county boards of education in payment of salary differentials to teachers of the trainable mentally retarded. The mean salary differential paid by county boards to special class teachers as illustrated in Chart 6 presents a contrast to the salary differential paid by local school districts in that the mean salary differential paid to teachers of the educable is $228.75 while the mean salary differential paid teachers of the trainable is $332.50. The pattern established by the local school districts was to pay the higher differential to teachers of the educable with a smaller differential being paid to teachers of the trainable. It should also be pointed out that the mode paid teachers of educable by county boards was $200 with a range being $150-300 and the mode for payment of differential to teachers of trainable was $300 with a range of $150-$700. In Chart 7, we find that again recruitment is the major justification for payment of salary differential as expressed by these school administrators while a greater work load is a significant but not a majority expression on the part of the administrators.

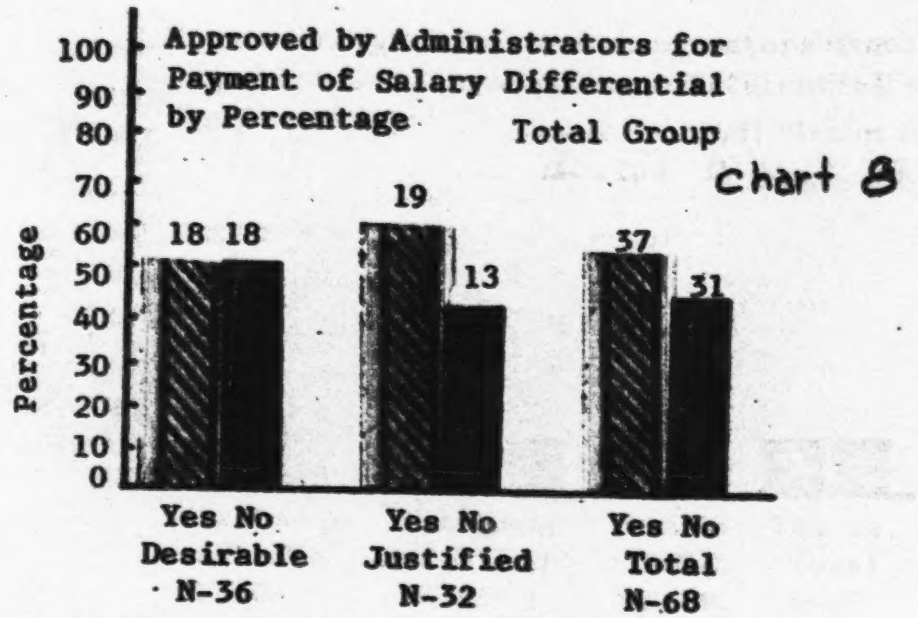
Chart 8--50% of the administrators felt that it was a desirable practice while 59% felt that it was also justified. This pattern is very similar to that established by the local districts in reference to agreement on the desirability and the justification of the practice of paying a salary differential to special class teachers.

56 COUNTIES







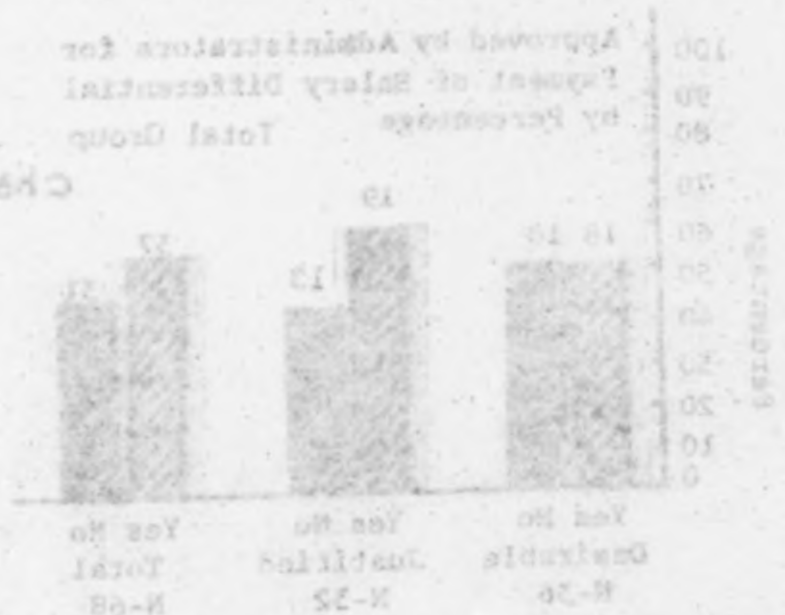


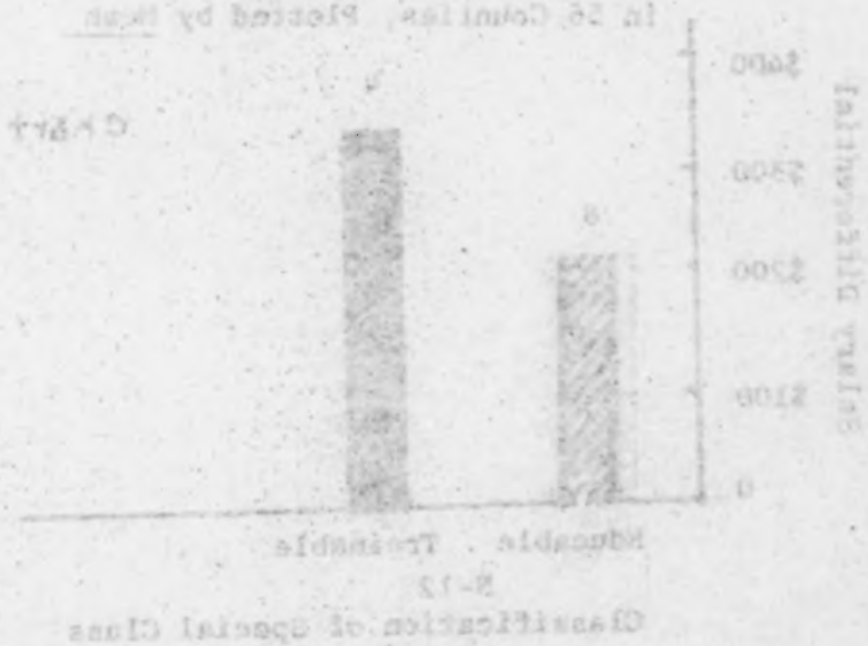
*Refer to Appendix for summary of Comments

FINDINGS

Payment of Salary Differential
Breakdown According to Size of School District

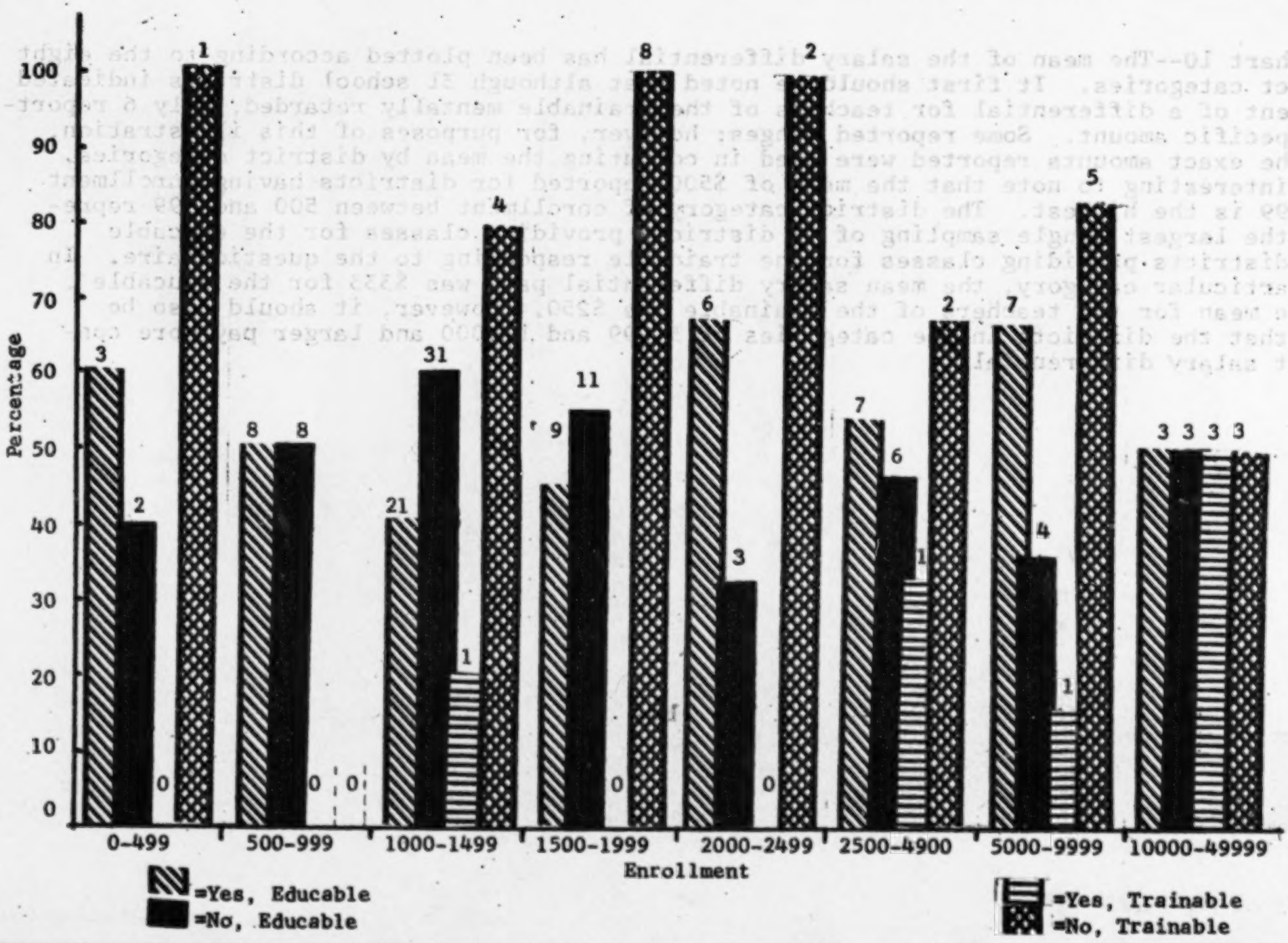
Chart 9 is a breakdown by percentage according to size of school district. The factor reflected in this chart is the payment of a salary differential. In each district category, the payment or non-payment of a salary differential for both teachers of the educable and teachers of the trainable mentally retarded is reported. It is interesting to note that in only 2 district categories, namely those districts with enrollments between 1,000 and 1,499 and those districts with enrollment of between 1,500 and 1,999, do we find less than 50% of the districts paying a differential for teachers of the educable mentally retarded. In contrast, there is not a single district category in which a majority of the districts responding pay a differential to teachers of the trainable mentally retarded. The percentages are computed according to the percent of districts responding according to the category which has been established by enrollment.





Percentage of Those Responding to Paying of
Salary Differential to Special Class Teachers of Mentally Retarded
Composite of 8 Groups

chart 9



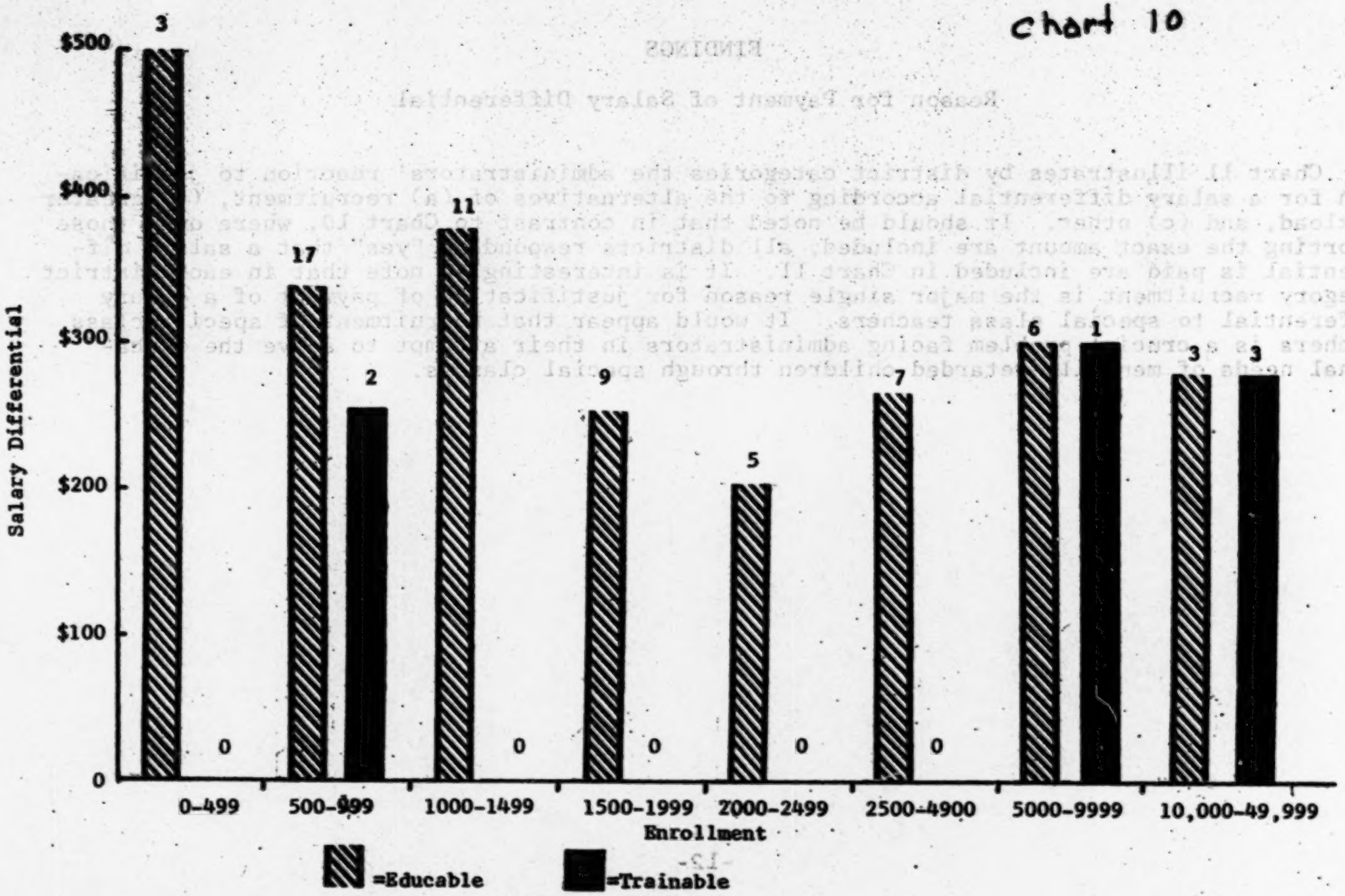
FINDINGS

Mean Salary Differential According to Size of District

Chart 10--The mean of the salary differential has been plotted according to the eight district categories. It first should be noted that although 31 school districts indicated a payment of a differential for teachers of the trainable mentally retarded, only 6 reported a specific amount. Some reported ranges; however, for purposes of this illustration, only the exact amounts reported were used in computing the mean by district categories. It is interesting to note that the mean of $500 reported for districts having enrollment of 0-499 is the highest. The district category of enrollment between 500 and 999 represents the largest single sampling of 17 districts providing classes for the educable and 2 districts providing classes for the trainable responding to the questionnaire. In this particular category, the mean salary differential paid was $333 for the educable and the mean for the teachers of the trainable was $250. However, it should also be noted that the districts in the categories of 5,999 and 10,000 and larger pay more consistent salary differential.

Amount of Salary Differential, Plotted by Mean
Composite of 8 Groups

chart 10



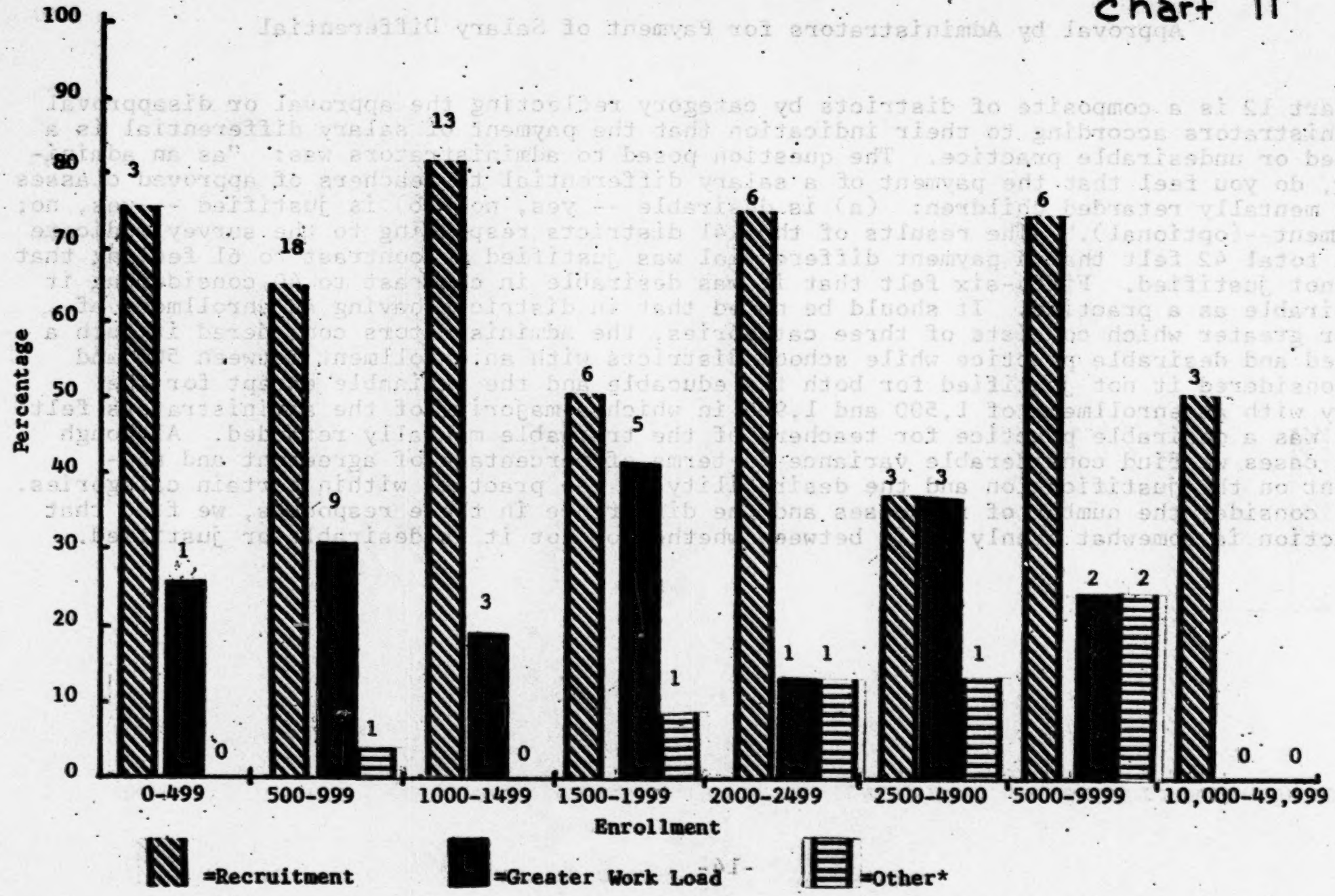
FINDINGS

Reason for Payment of Salary Differential

Chart 11 illustrates by district categories the administrators' reaction to justification for a salary differential according to the alternatives of (a) recruitment, (b) greater workload, and (c) other. It should be noted that in contrast to Chart 10, where only those reporting the exact amount are included, all districts responding "yes" that a salary differential is paid are included in Chart 11. It is interesting to note that in each district category recruitment is the major single reason for justification of payment of a salary differential to special class teachers. It would appear that recruitment of special class teachers is a crucial problem facing administrators in their attempt to serve the educational needs of mentally retarded children through special classes.

Justification For Payment of Salary Differential
By Percentage, According to Alternative - Composite of 8 Groups

chart 11



*Refer to Appendix for Comments

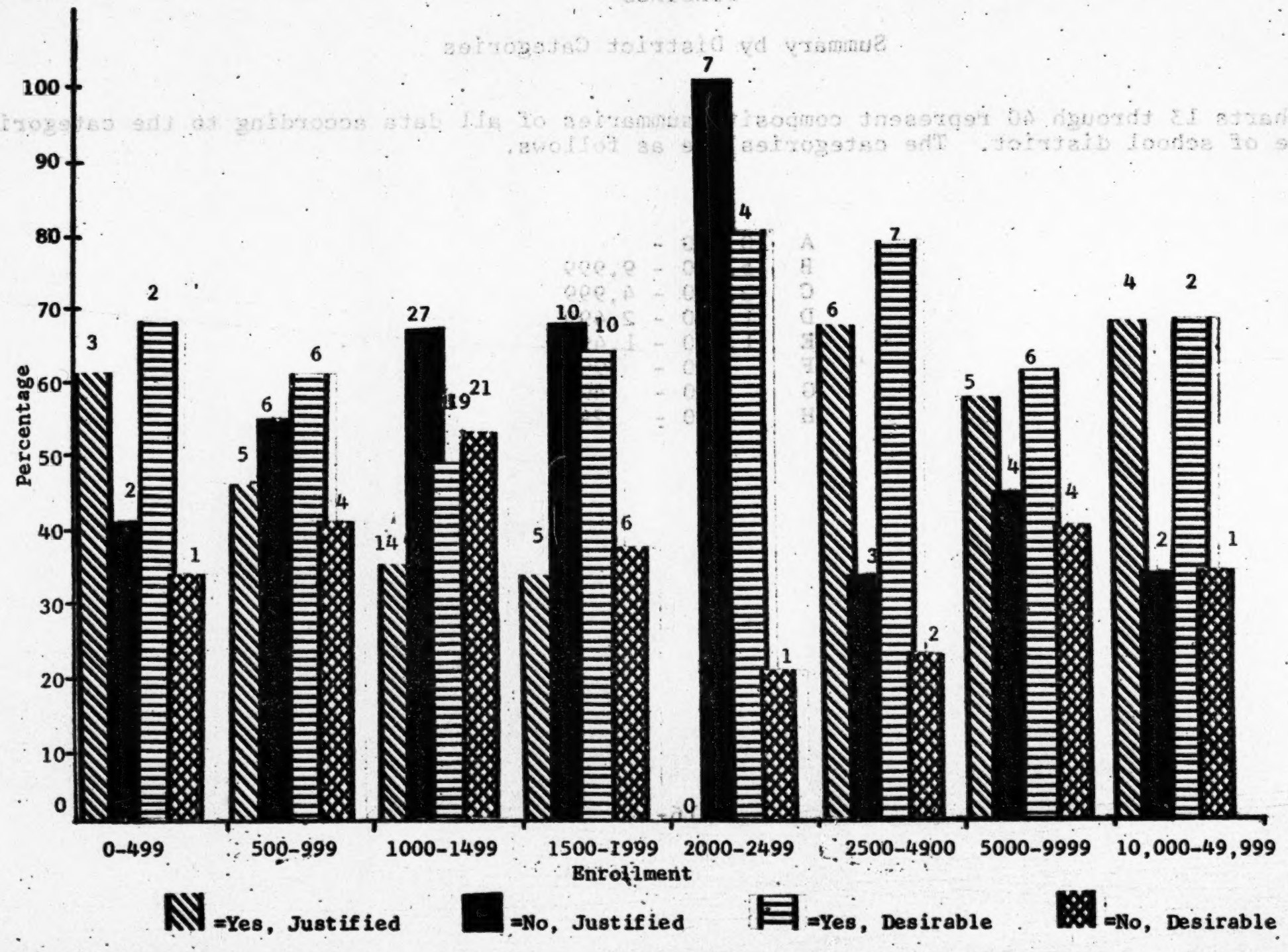
FINDINGS

Approval by Administrators for Payment of Salary Differential

Chart 12 is a composite of districts by category reflecting the approval or disapproval of administrators according to their indication that the payment of salary differential is a justified or undesirable practice. The question posed to administrators was: "as an administrator, do you feel that the payment of a salary differential to teachers of approved classes serving mentally retarded children: (a) is desirable -- yes, no; (b) is justified -- yes, no; (c) comment--(optional)." The results of the 141 districts responding to the survey indicate that in total 42 felt that a payment differential was justified in contrast to 61 feeling that it was not justified. Fifty-six felt that it was desirable in contrast to 40 considering it not desirable as a practice. It should be noted that in districts having an enrollment of 2,500 or greater which consists of three categories, the administrators considered it both a justified and desirable practice while school districts with an enrollment between 500 and 2,000 considered it not justified for both the educable and the trainable except for the category with an enrollment of 1,500 and 1,999 in which a majority of the administrators felt that it was a desirable practice for teachers of the trainable mentally retarded. Although in some cases we find considerable variance in terms of percentage of agreement and non-agreement on the justification and the desirability of the practice within certain categories. When we consider the number of responses and the difference in these responses, we find that the reaction is somewhat evenly split between whether or not it is desirable or justified.

Approval by Administrators For Payment of Salary
Differential by Percentage - Composite of 8 Groups

chart 12



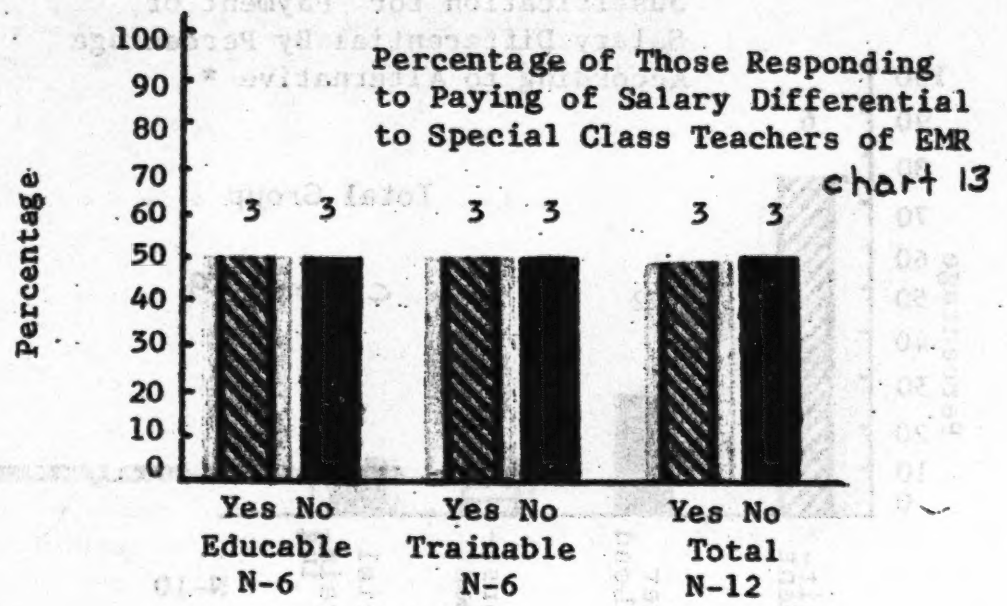
FINDINGS

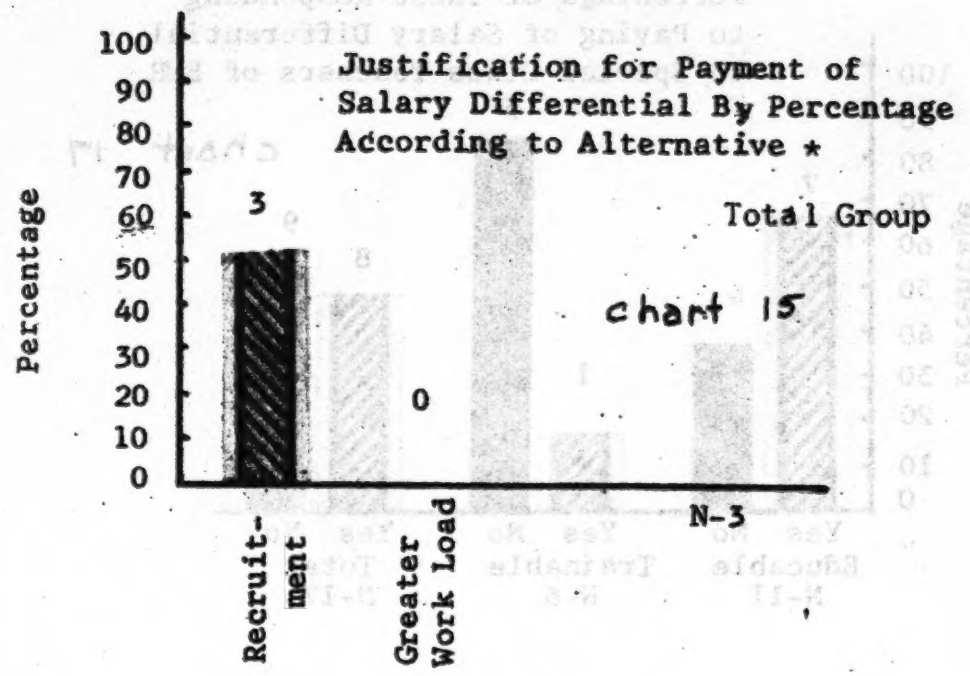
Summary by District Categories

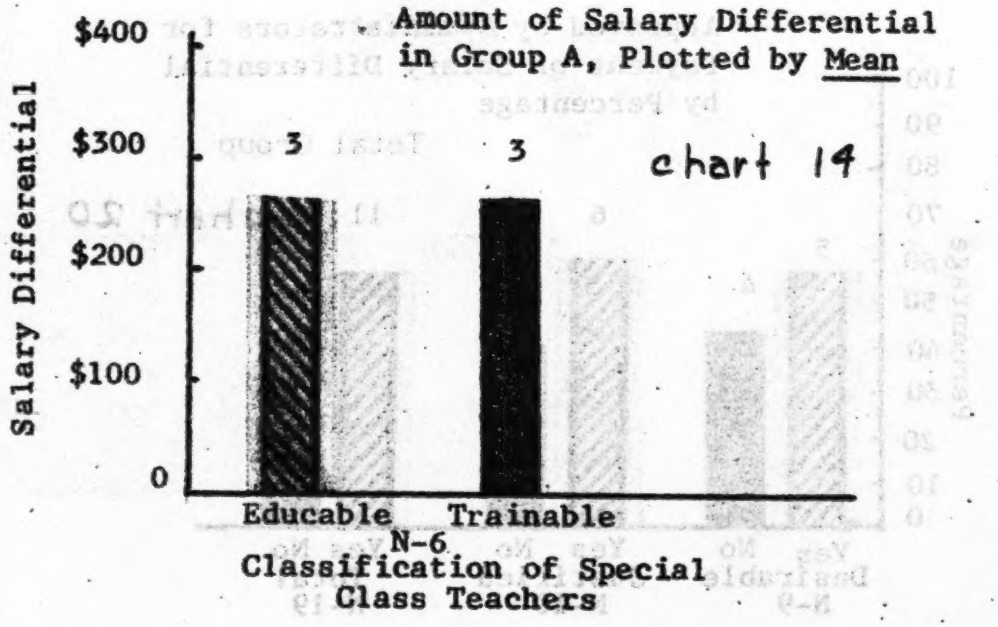
Charts 13 through 40 represent composite summaries of all data according to the categories by size of school district. The categories are as follows.

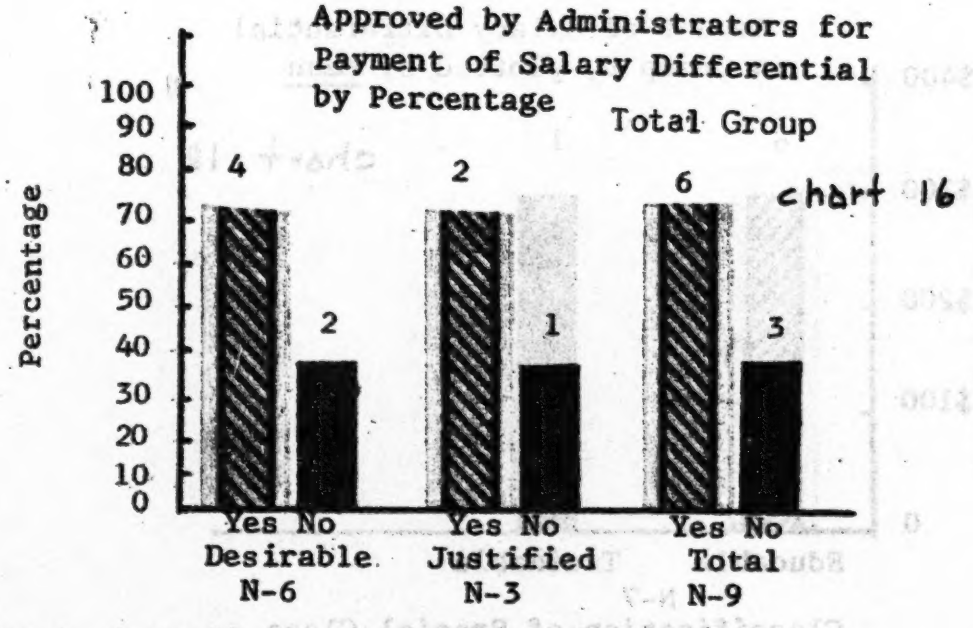
A	10,000	-
B	5,000	- 9,999
C	2,500	- 4,999
D	1,500	- 2,499
E	1,000	- 1,499
F	500	- 999
G	250	- 499
H	0	- 249

GROUP A - TOTAL ENROLLMENT 14,042 - 43,618



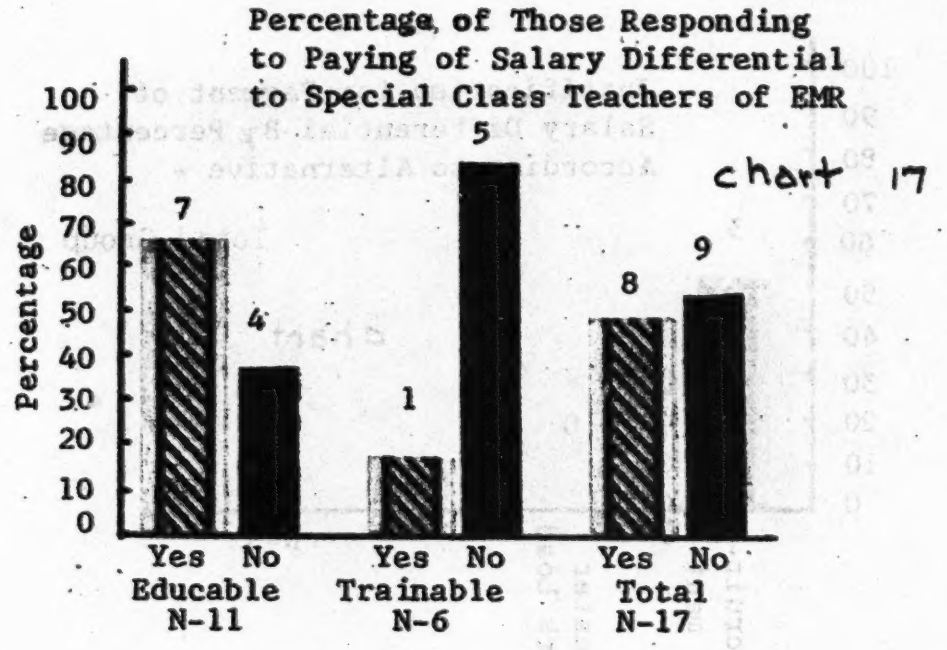


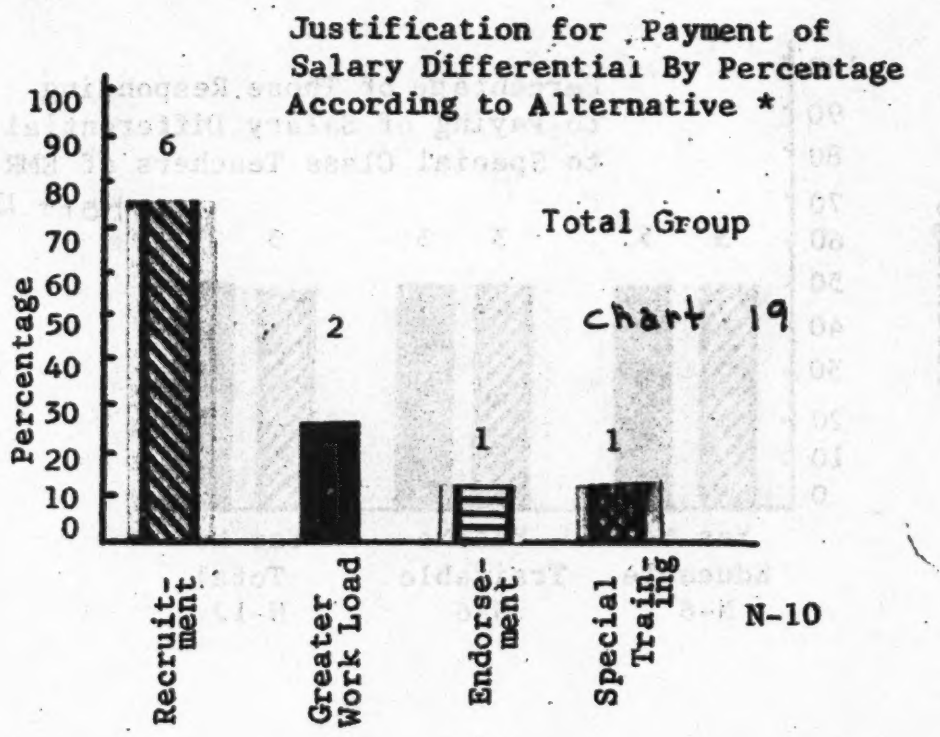


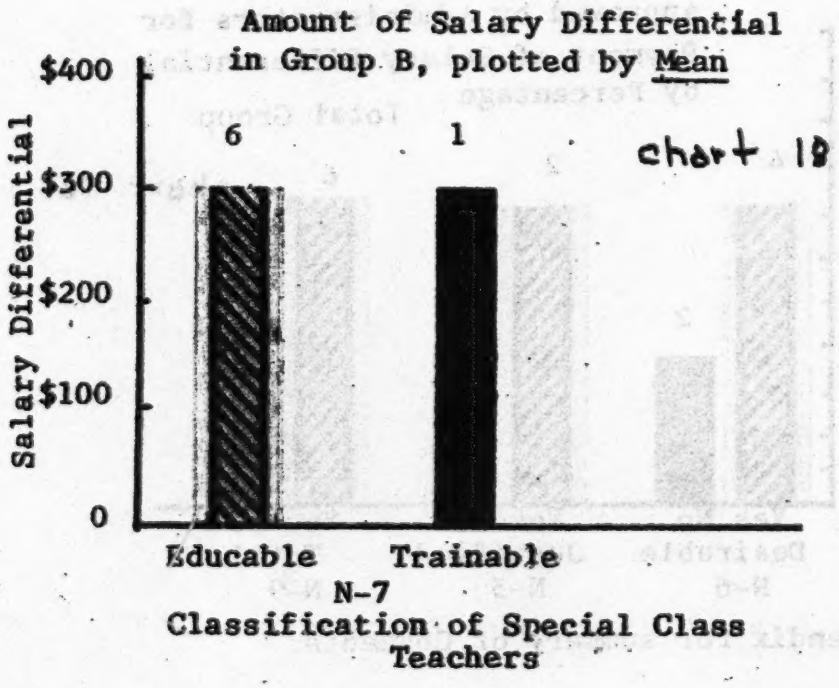


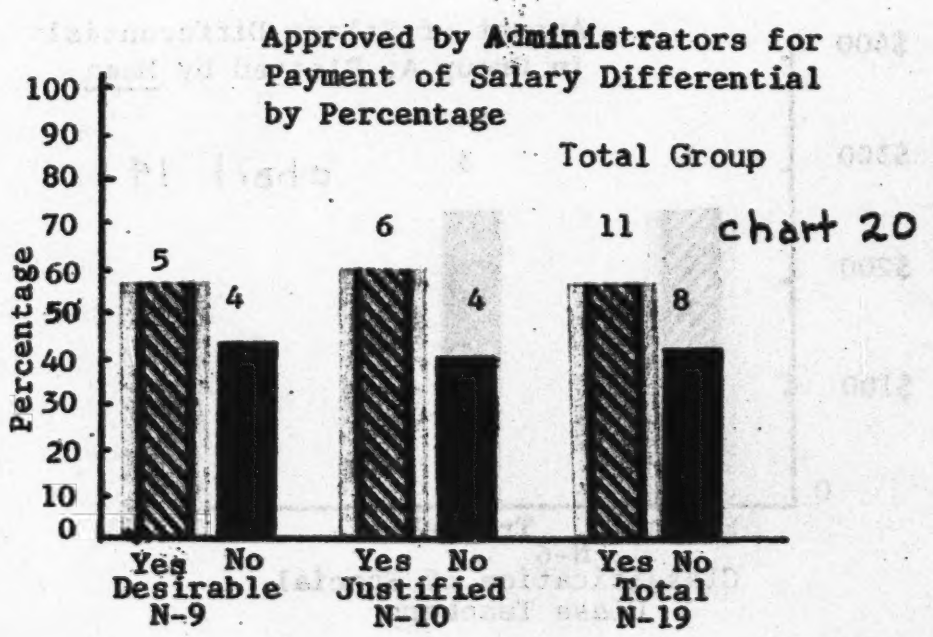
*Refer to Appendix for summary of Comments

Group B - Total Enrollment 5,014 - 7,852



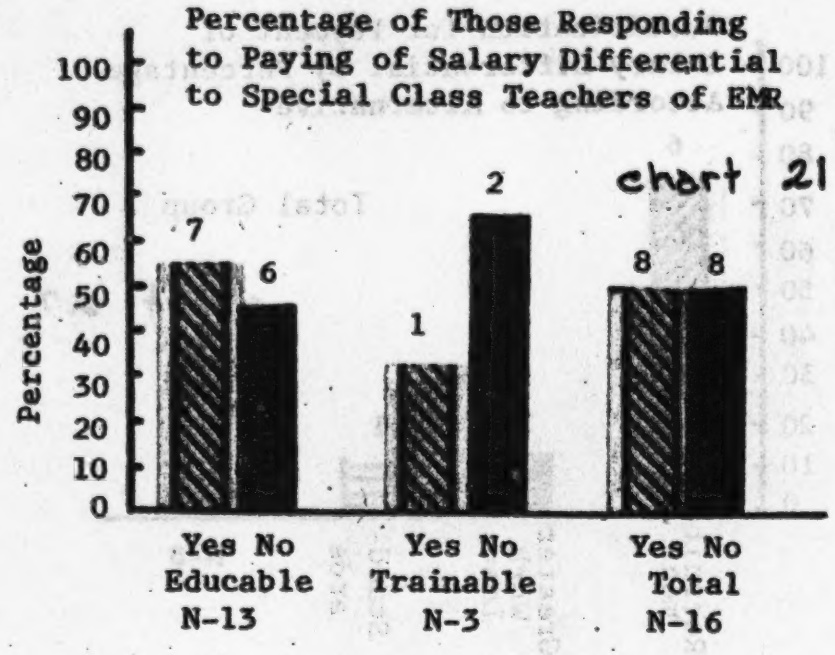


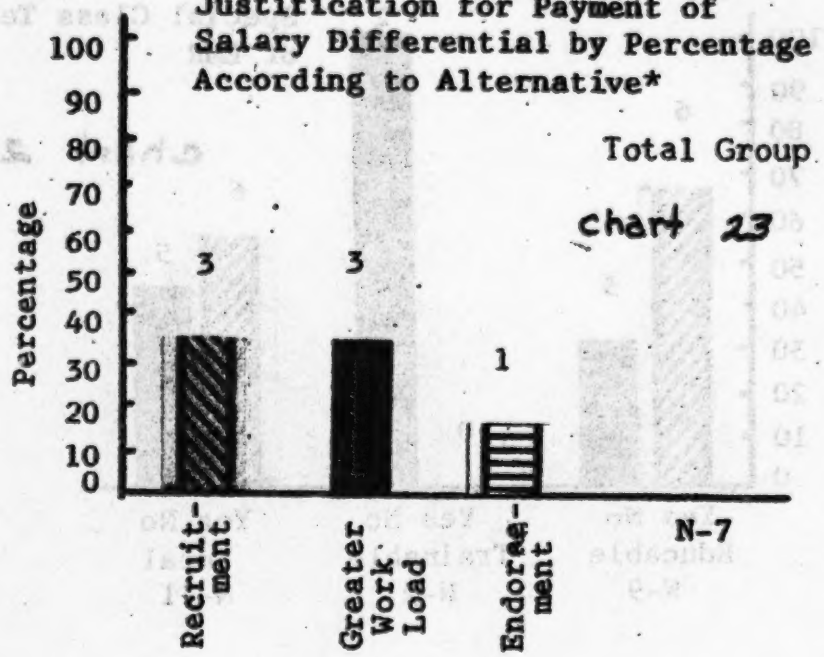


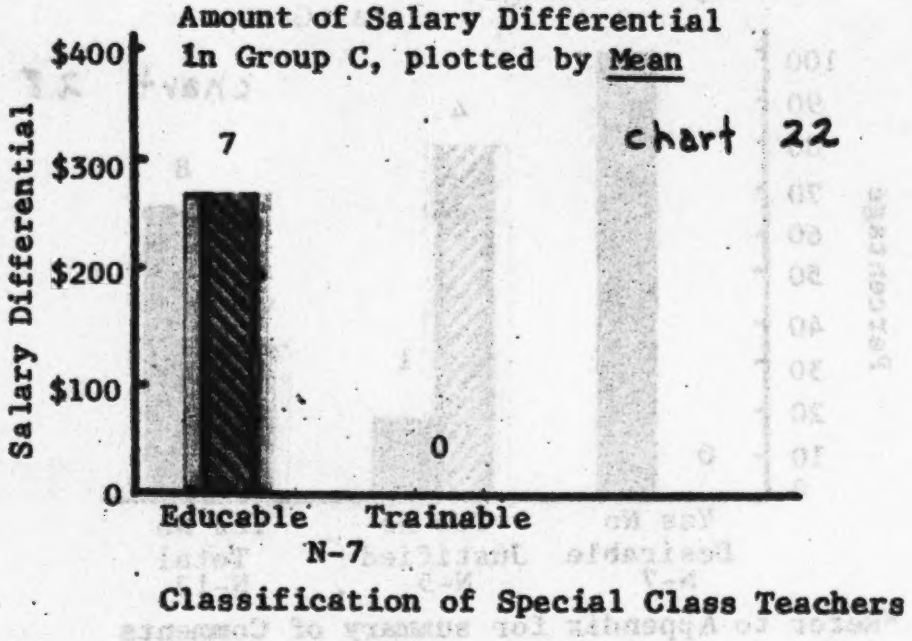


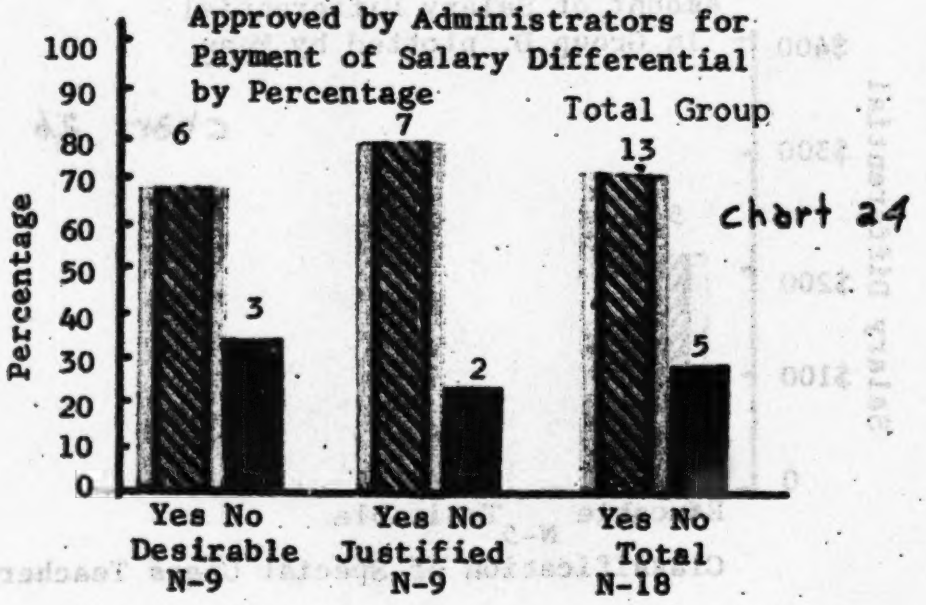
*Refer to Appendix for summary of Comments

Group C - Total Enrollment 2,508 - 4,707







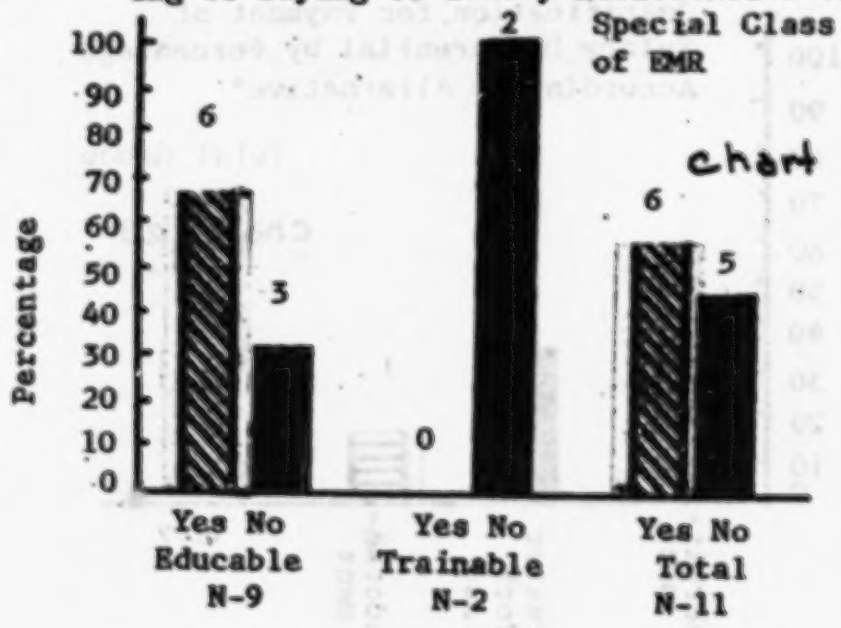


*Refer to Appendix for summary of Comments

Group D - Total Enrollment 2,058 - 2,461

Percentage of Those Responding to Paying of Salary Differential to Special Class Teachers of EMR

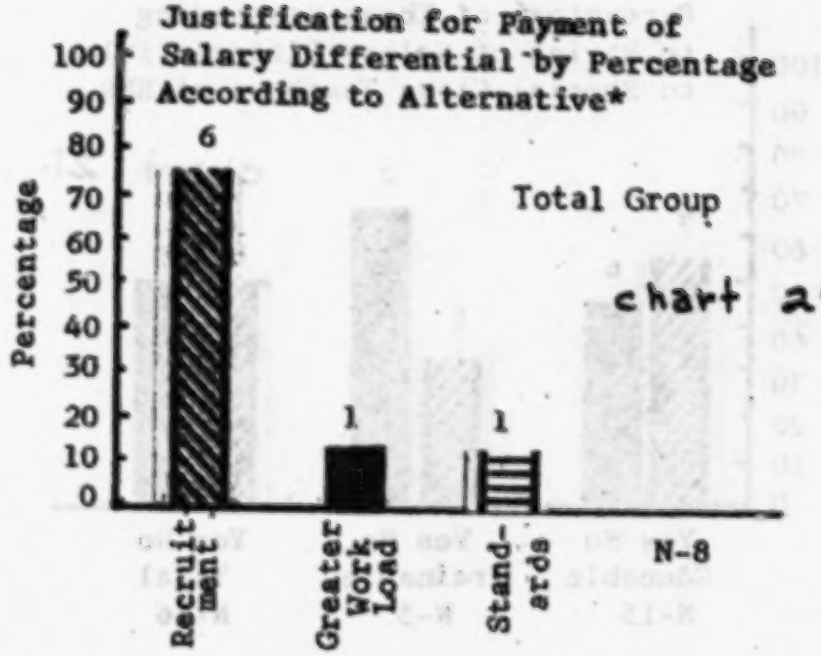
chart 25



Justification for Payment of Salary Differential by Percentage According to Alternative*

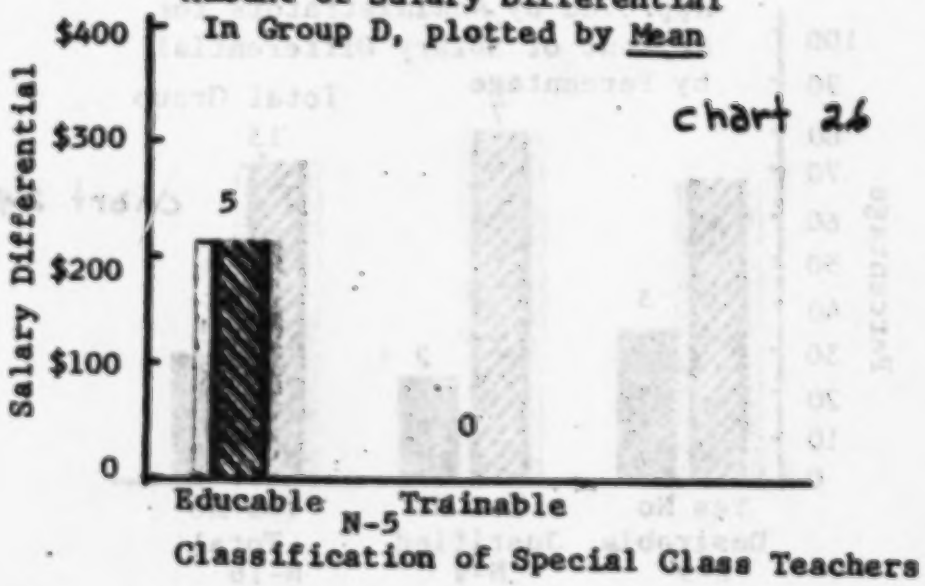
Total Group

chart 27



Amount of Salary Differential In Group D, plotted by Mean

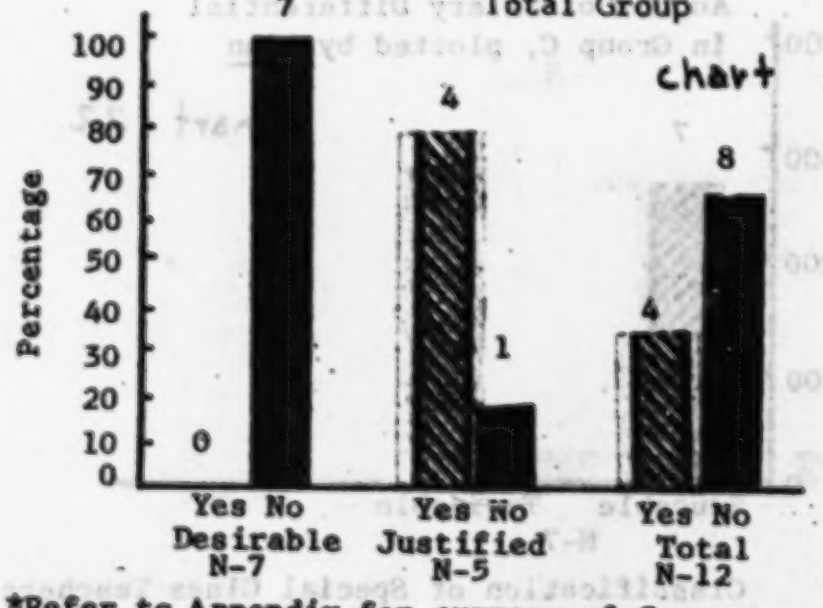
chart 26



Approved by Administrators for Payment of Salary Differential by Percentage

Total Group

chart 28

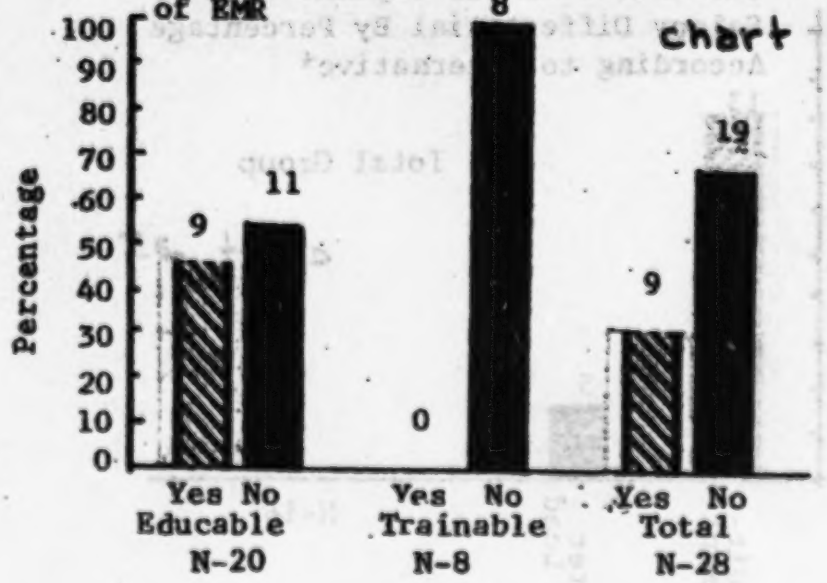


*Refer to Appendix for summary of Comments

GROUP E - TOTAL ENROLLMENT 1,502 - 2,016

Percentage of Those Responding to Paying of Salary Differential to Special Class Teachers of EMR

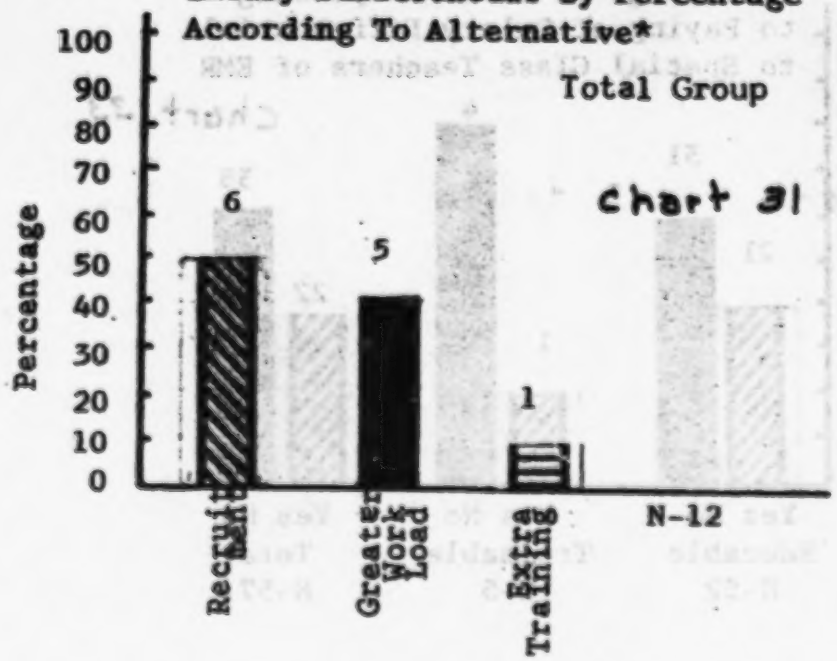
chart 29



Justification for Payment of Salary Differential By Percentage According To Alternative*

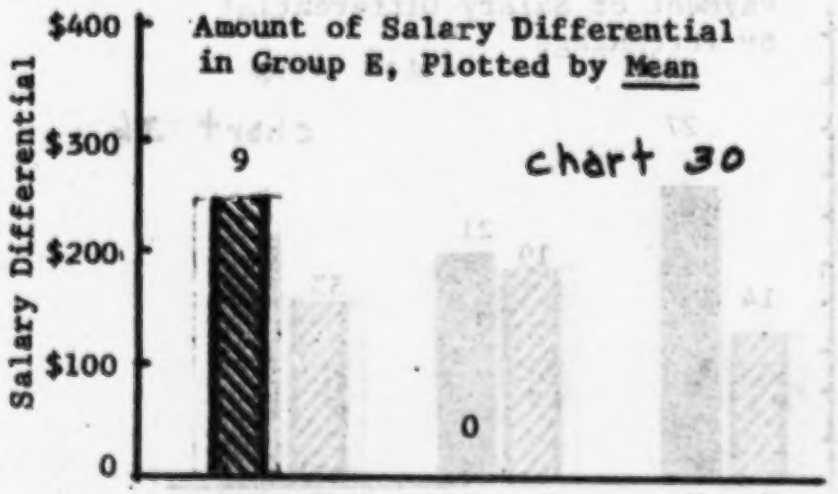
Total Group

chart 31



Amount of Salary Differential in Group E, Plotted by Mean

chart 30

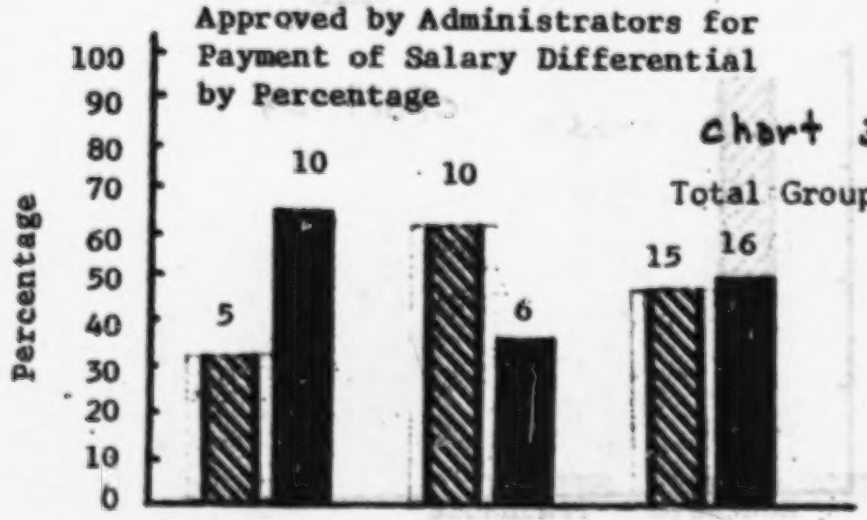


Classification of Special Class Teachers

Approved by Administrators for Payment of Salary Differential by Percentage

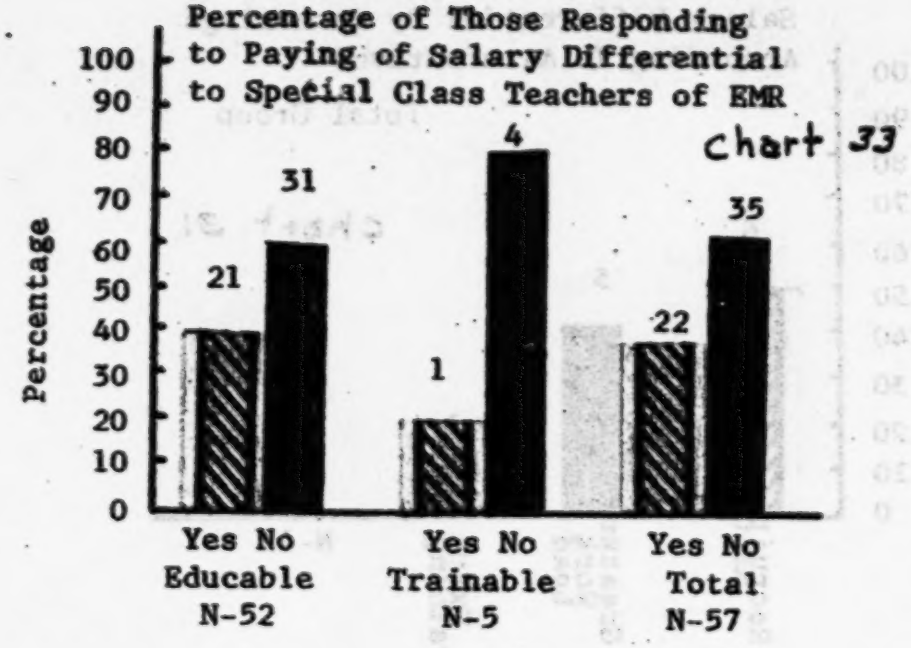
chart 32

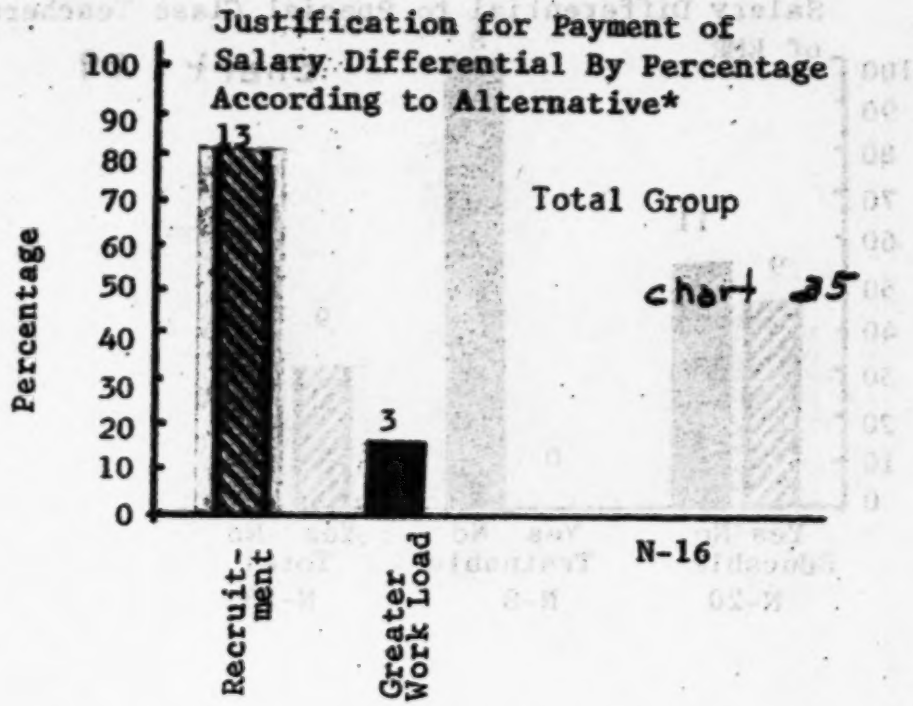
Total Group

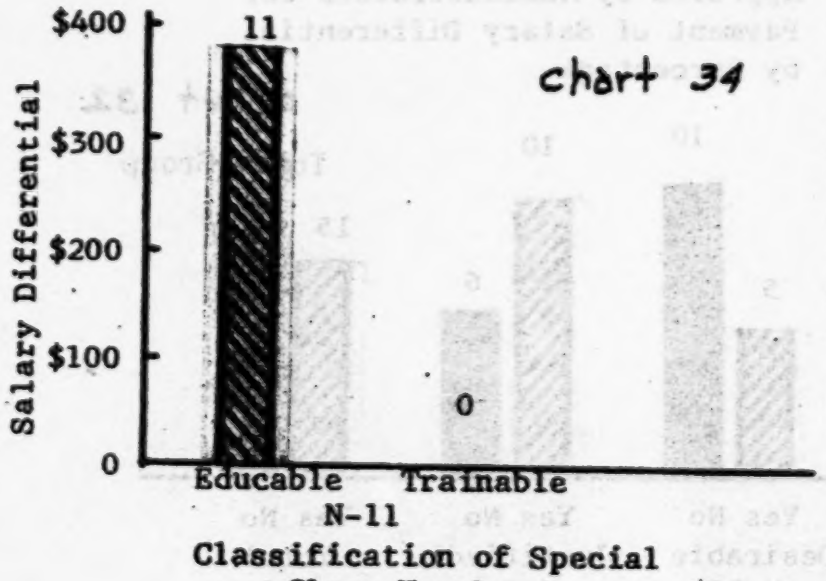


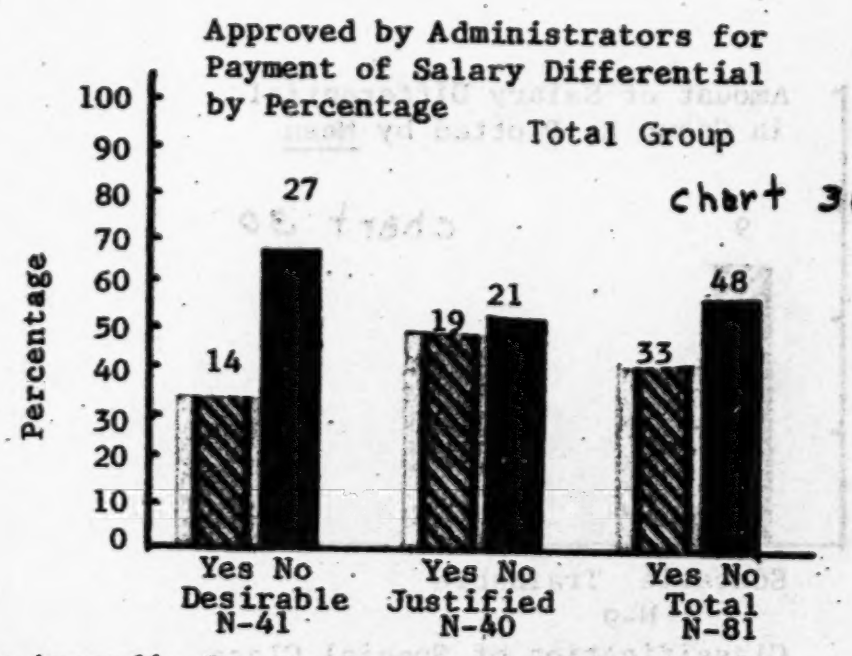
*Refer to Appendix for summary of Comments

GROUP F - TOTAL ENROLLMENT 1,010 - 1,462

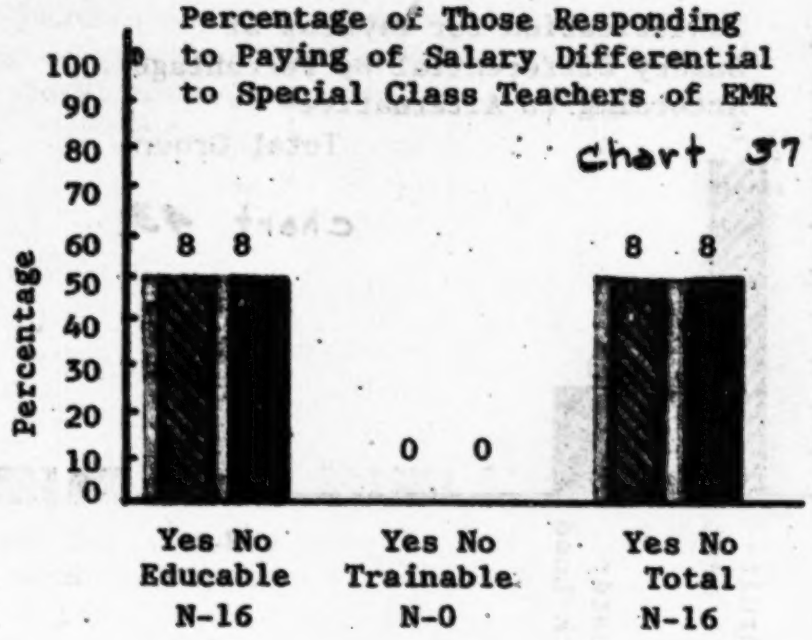


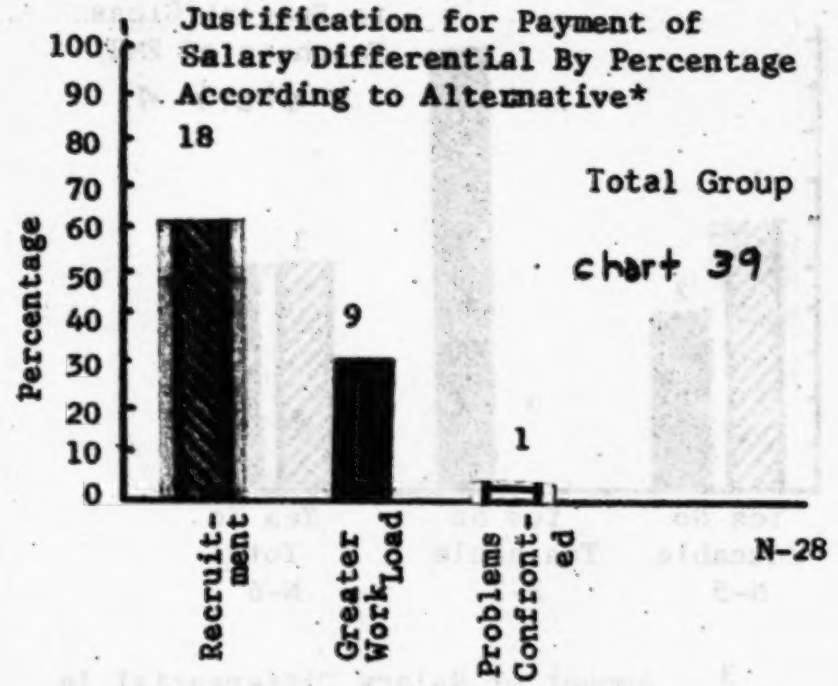


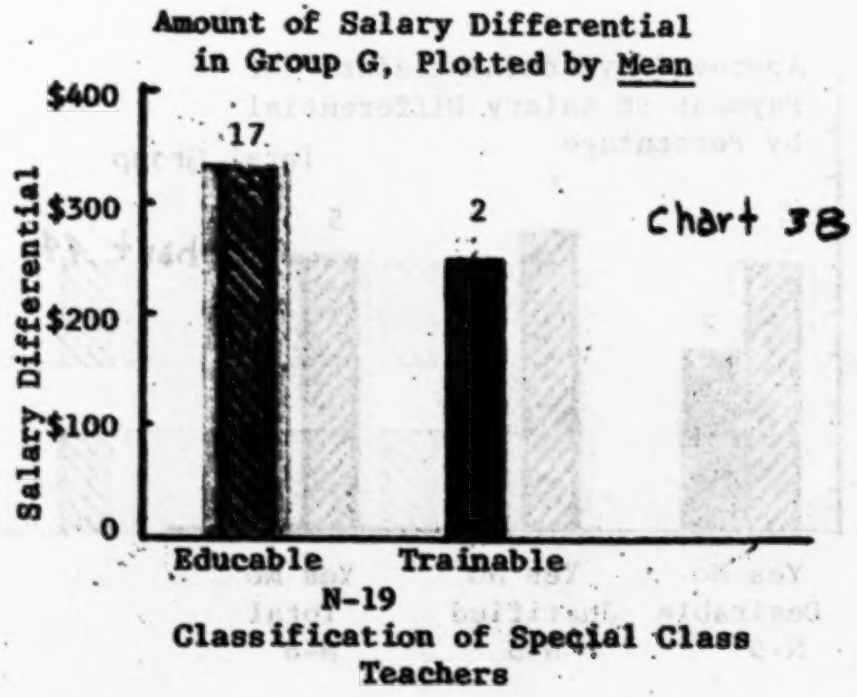


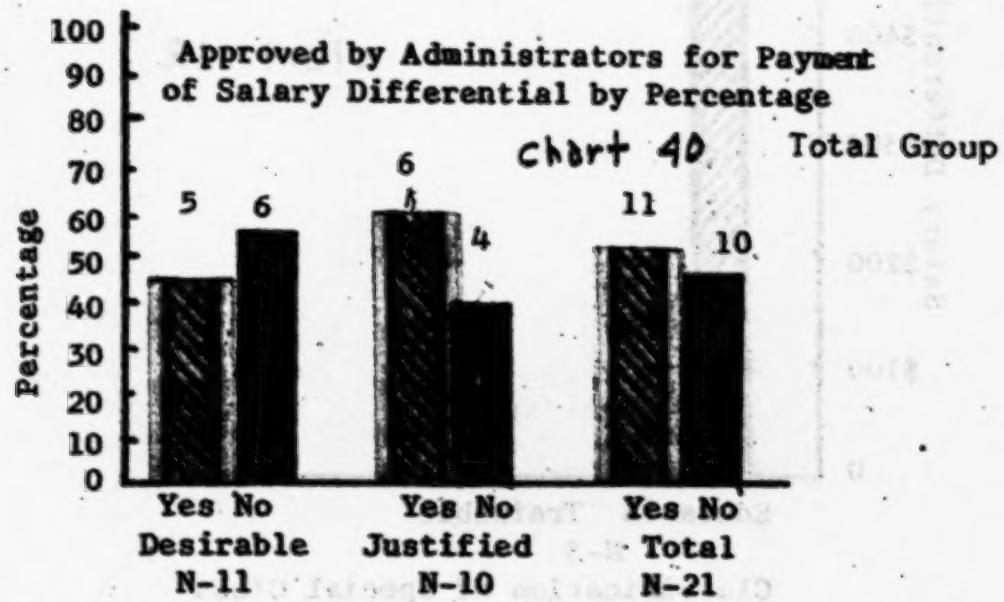


*Refer to Appendix for Summary of Comments









*Refer to Appendix for Summary of Comments

GROUP H - TOTAL ENROLLMENT 297 - 473

Percentage of Those Responding to Paying of Salary Differential to Special Class Teachers of EMR

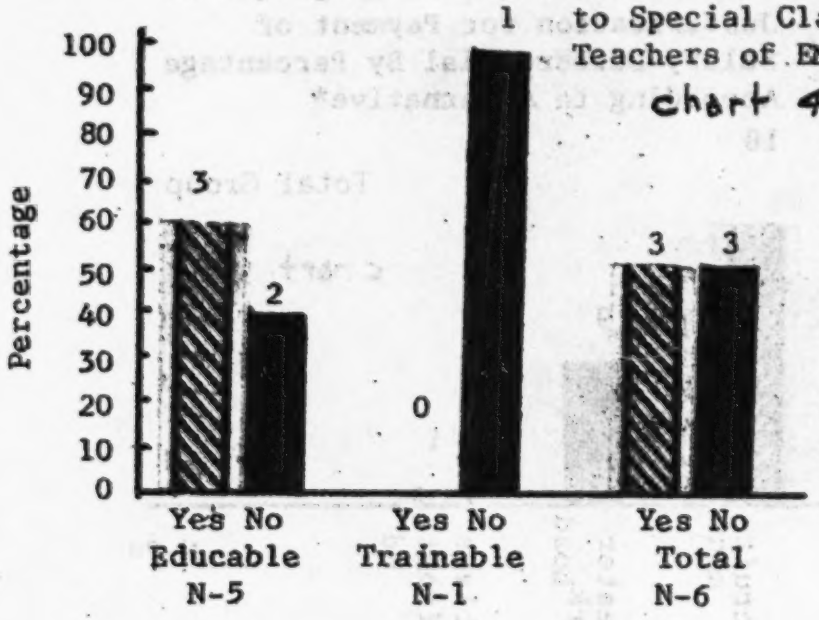


chart 41

Justification for Payment of Salary Differential By Percentage According to Alternative* Total Group

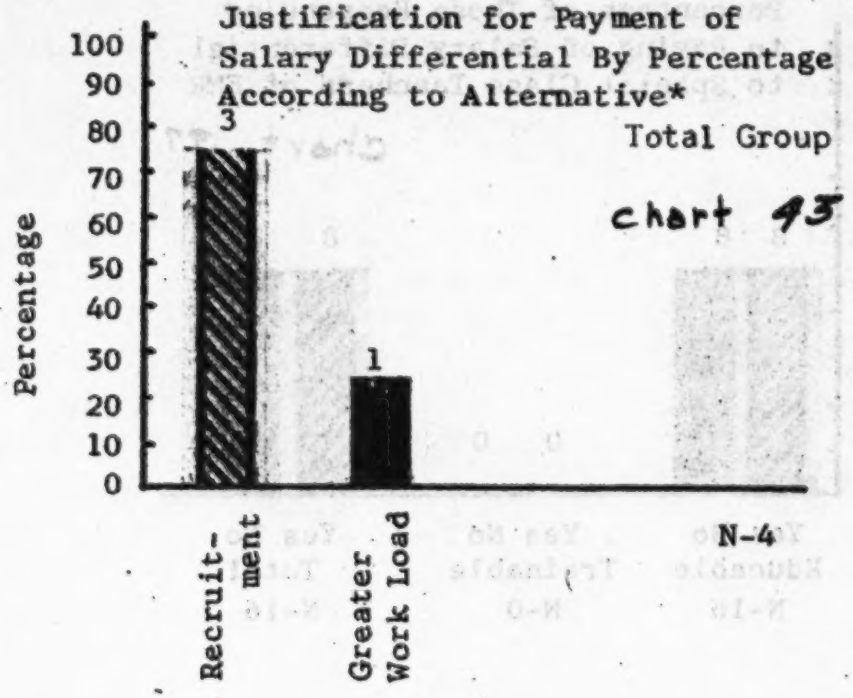


chart 43

Amount of Salary Differential in Group H, Plotted by Mean

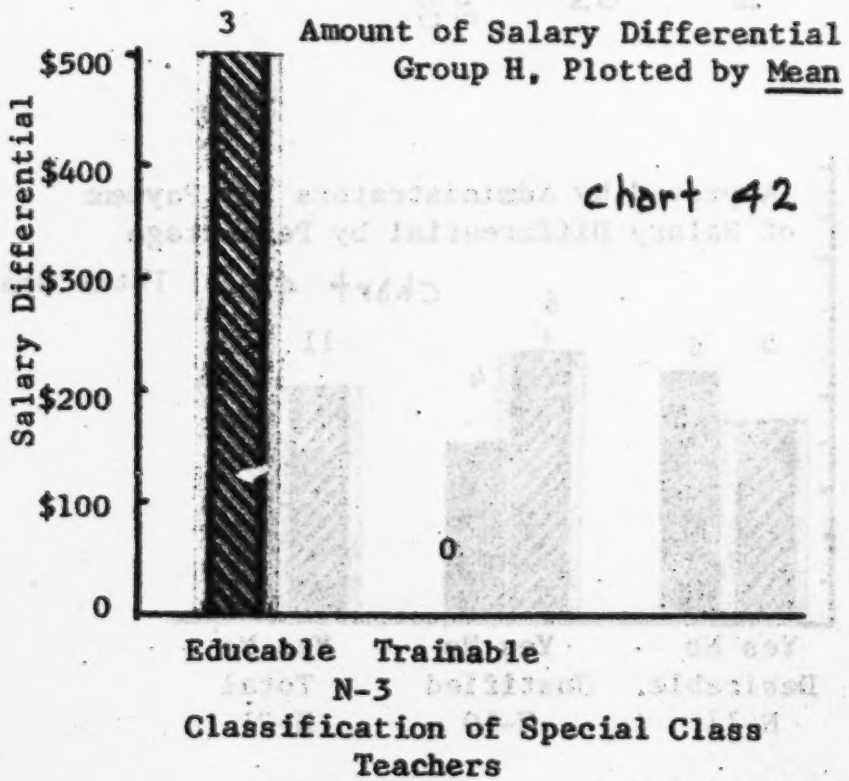


chart 42

Approved by Administrators for Payment of Salary Differential by Percentage Total Group

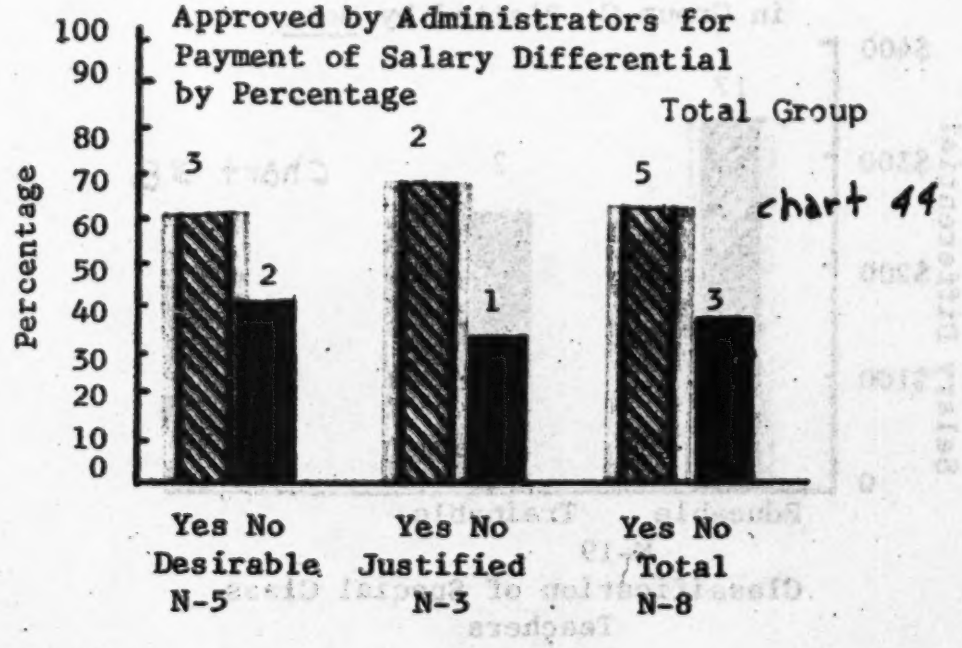


chart 44

*Refer to Appendix for Summary of Comments

CONCLUSIONS AND RECOMMENDATIONS

1. The high rate of returns and the large number of comments indicate that the question of a salary differential for special class teachers for the mentally retarded is a question of concern to school administrators in Iowa.

2. Although slightly less than half of the responding districts do not pay a salary differential, the number of teachers involved in the districts sponsoring special classes and paying a salary differential implies that a salary differential for special class teachers of the educable mentally retarded is a major practice in Iowa.

3. Recruitment appears to be the justification for paying a salary differential to these teachers.

4. In terms of the desirability of paying a salary differential to special class teachers, administrators in general felt that it was not desirable but apparently feel it can be justified in terms of the teacher shortage in this area.

5. There appears to be less consideration given to paying a salary differential to teachers of the trainable mentally retarded than to teachers of the educable mentally retarded.

6. The mean salary differential in general is equivalent to an amount somewhat greater than a single increment on most salary scales.

RECOMMENDATIONS

1. In view of the prevalence of school districts and county boards of education to pay a salary differential to special class teachers of the mentally retarded, an additional study should be carried out to identify the degree to which payment of a salary differential is a successful recruiting device.

2. A frequent comment in the narrative remarks of the administrators participating in the study implied that there may be a problem in paying one group of teachers a salary differential and not paying another group of teachers a salary differential. Thus, it seems apparent that a study should be made to ascertain the viewpoints of those teachers who do receive a salary differential relative to whether or not it is warranted and the reaction of other teachers to them because of this salary differential.

4641-639SE

TEACHERS OF THE MENTALLY RETARDED
SALARY DIFFERENTIAL SURVEY

The purpose of this questionnaire is to ascertain the extent to which local districts pay a salary differential to special class teachers for the mentally retarded and to identify the reasoning for such action. Will you please indicate the practice in your district by checking the appropriate space. If the categories provided do not accommodate your needs, please elaborate by commenting on the reverse side of the form.

I.

EDUCABLE:	TRAINABLE:
a. Yes _____ No _____	a. Yes _____ No _____
b. If yes, how much? _____	b. If yes, how much? _____

II. If your answer to question I is yes, which of the following reflects justification for this practice? (Check one)

a. Recruitment (short teacher supply) _____

b. The work load is greater than that of teachers teaching regular classes _____

c. Other (Comment)

III. As an administrator, do you feel that payment of a salary differential to teachers of approved classes serving mentally retarded children:

a. is desirable Yes _____ No _____

b. is justified Yes _____ No _____

Comment (Optional)

APPENDIX

SUMMARY OF COMMENTS INCLUDED ON QUESTIONNAIRES

A total of 95 superintendents in responding to the study made comments on the completed questionnaire relative to the practice of paying a salary differential to special class teachers of the mentally retarded. In view of the similarity in many of the comments and the understandings and misunderstandings revealed by them, a summary of the comments included on the returned questionnaire is included. Extraneous comments or comments revealing identification have been excluded. It should be noted that there was overwhelming support for the payment of a salary differential as a means of recruitment. It becomes apparent as you read the comments that considerable emphasis is given to the demand and supply as justification for a salary differential. There are also several comments relative to the fact that the special classes are smaller in size than the regular classes; thus, there should be no differential and that the workload is the same. Herein lies the implication that the small classes result in less demand on the instructor. The reasoning for the small number of children per teacher in special classes for the mentally retarded, of course, relates to the difficulty in teaching such children. The additional required training to become endorsed as a special class teacher for the mentally retarded receives considerable emphasis, also. In some comments, there is indication that the superintendent is hesitant to employ a practice of paying a salary differential not knowing the reaction of the other staff members who are on the regular schedule. Reference is made in several comments to the fact that if all teachers' salaries were higher there would be no need for a salary differential.

COMMENTS

"This will be true until more people become interested in special education.

I think 'demand and supply' is the only justifiable reason for a differential salary. These teachers are dealing with problems of a different nature, but the class size is much less which should be a compensating factor.

If a teacher has an available choice, they will often prefer to teach normal children. We need to get more teachers of better quality available to these classes (special).

Only when a shortage exists.

Don't feel additional salary is justified except for supply and demand which is done in all regular teacher cases. Same amount of training, same pay. Special teachers get many times more pay than regular teachers according to pupil load. Our retarded class teacher handles 6-8 pupils per day and still has to have an aid.

A differential may be justified in comparison with teachers with similar amount of training if and while the special education teacher is having to take courses to qualify her for the special education training.

We pay our degree teacher only $4,100 for 9 months of teaching. She has a class of 10 educable mentally retarded children and is doing very well with them. The main reason why she is willing to work for such a low rate is that she is almost ready for retirement and has to live in her hometown to look after her mother who is a very elderly person.

More demanding - individual attention. The work certainly is more taxing, and additional credit hours above classroom teaching requirements is mandatory. In addition, no concrete course of study is prescribed, leaving the teachers to build his own.

Specifics in course requirements much more exhaustive work. Justified and desirable at least until we become better organized and such classes become the usual. If our base salary for degree were somewhat higher, I would not be as much inclined toward the differential.

Differential is questionable except for fact that it is difficult to get teachers into special education. We find they 'like the field' and are not hard to hold once they have started. Offering more has not helped too much unless prospects are already in the territory and available.

If special education teachers' salaries are higher, perhaps this will tend to bring other teacher salaries up, also.

Because of the shortage of trained teachers, I feel a differential should be offered.

Due to the shortage of qualified teachers, I believe there is merit in giving teachers some financial assistance for approved summer school attendance leading to full certification. Other than this, however, I feel they should be paid on the same basis as regular class teachers.

I feel that teachers of the retarded are no more specialized than others are in their respective fields. All teachers should be paid on the basis of full-time service regardless of duties performed. Salary differentials should be paid only when additional time of the teacher is required. I also feel that this principle should apply to all special education personnel. These people should be placed on the regular salary schedules and paid the same as others of comparable training, experience, and work time. Their work is no more specialized, or important, than that of other teachers and administrative and specialized personnel. And they quite often do not have to assume the responsibilities required of regular teachers and specialized personnd.

These teachers are in short supply and something needs to be done to attract them.

The differential is not paid until they get the endorsement.

Training over and above certificate requirements for other regular classes warrants the differential. Salary alone has never assured getting a good job done in any classroom. If, however, we can get the person with the 'heart' for educable mentally retarded classes, it is worth the extra increment assuming, of course, that they are also competent.

Like other teachers, they should be paid according to their training and experience if there is no merit plan. If they have extra hours of training for special education, these extra hours would be reflected in their salary the same as for other teachers.

We have paid a differential this year but as of next year we are discontinuing this practice. Justified only is absolutely necessary to meet competition in staffing your school. At present, the supply of qualified special education teachers is limited.

We have some good teachers we want to recognize. We have some non-degree teachers who do not qualify for salary schedule. They must take special courses for their work, and we feel they should be recognized.

Special endorsement on certificate qualifies teachers for differential. This is our first year for paying a differential.

It is desirable in order to attract good teachers, but is not justified if classes are kept small, as they should be. It is no more justifiable for special education than

it is for any other teaching area.

It seems to me if the salary schedule is adequate, there would be no need for a salary differential for any class or subject. However, there seems to be a shortage of qualified teachers for special education--this may make it necessary to pay a differential to encourage teachers to go into the field.

Only desirable or justifiable on the basis that it usually 'costs them' to go into special education rather than staying in regular teaching because of the required college work.

I am quite sure that most schools have a salary differential for the teachers, both educable and trainable, and most school administrators, and boards of education. I feel justified in a salary differential for teachers of these classes. In my estimation, there is a shortage and the work load is greater and requires more outside preparation than the regular teacher. I might point out that I have listed 'NO' under #1 because the teacher we have in that department has been a superintendent with considerable experience which made it difficult to put him on a regular schedule. Yet we tried to fit him in on our schedule as well as we could.

Our classes have averaged less than one-half the size of the regular classroom groups. There is no evidence to indicate they spend more time teaching and preparing to teach their daily classes.

In my judgment, to be a teacher of a mentally retarded class required special qualifications. There needs to be an added incentive in order to interest teachers in this field; therefore, I feel that added salary is justified.

It is not desirable since their work loads are the same as other teachers. Can be justified on the basis of shortages.

We do not pay a differential and feel we would create many problems if we started to do so.

Our main reason for paying a differential is due to the shortage of qualified teachers. We do feel that the teaching of educable classes can sometimes be very trying.

Unless a teacher has extra duties outside regular school day, we do not favor a salary differential. We do not with other members of our staff.

Will have next year. This is to partly compensate for specialized training needed for Endorsement 35. I doubt the desirability of any overages paid classroom teachers when no additional time is required for the job.

Many other teachers have as good a reason for differential salary as special education. Limiting class size to 15 is already a major differential.

Small classes make the difference--not the salary.

In general, we are opposed to salary differentials. We use a single salary schedule (men and women on same scale). Our additions to the basic schedule is based on extra work outside of regular school hours. However, should it be necessary to pay more, we would probably do it. This has not been done to date.

The only justification I can see for a salary differential would be a shortage of qualified teachers. Naturally it takes special training and ability to work with mentally retarded children, but it also takes special skill to work effectively with talented children. A school could have problems by making salary differentials for specialized areas--who can judge which is more important.

Teachers are teachers--those in other fields are just as well trained and deserving of the same salary.

Extra education required and type of youngsters they must work with should be considered in the salary paid.

I presume that if a special education teacher had the necessary training beyond that required for a regular teacher, she could be paid in accordance. Short supply probably would compel it anyway. Our salary scale does not cover non-degree teachers; and since our special education teacher is not a degree teacher, we have no provision on our salary scale. I might add that I wonder if there are any teachers who do feel they should be paid over scale for something.

We feel that there is an extra and unique overload for a teacher. With and from the State we feel we can pay whatever we have to. We are in competition, also, with nearby larger schools.

We never give them a load of over 12-15 pupils. I can see no reason for any differential.

1. It is a specialized area.
2. We need to encourage more teachers to enter the area.
3. We need to make this type of position challenging and attractive--increased salary may help.

We keep load light--8 students.

We have so few in the room that this justifies not having a differential.

The shortage of qualified people may well justify paying a differential. So far, we have not had to do so.

The reason we do not have a salary differential is because our teacher in this area does not have a degree. I do believe, however, that a teacher for the mentally retarded puts in more time than a regular teacher and, therefore, should be compensated.

Our school is on a salary schedule. Our special education teacher's salary is determined by adding $400.00 to the amount determined by the schedule. We feel that we are completely justified in paying a differential to the special education teacher. Moreover, I have never talked to an elementary teacher in our school system who was not in complete accord with this. I am of the opinion that most of our teachers are aware of the great amount of work, patience, understanding and emotional stability required to do a good job with mentally retarded children. (In fact, most teachers will say that 'the job would be too much for me; I just couldn't take it; I wouldn't be able to do it.') Of course, from the administrator's point of view, the supply and demand situation in the case of special teachers almost dictates that there be a differential.

It is difficult to attract good teachers to the special education area without some financial inducement.

If regular salaries are up where they are reasonable, then no justification. Salary differential can be justified only when conditions require it no other way. Supply of teachers is the main justification. Special training might be a consideration but would place it well down on the list.

We do not pay extra for special education but should do so.

Salaries should be high enough to attract teachers in all areas. Schedules should reflect experience and training and this in itself will pay special education teachers more than many regular teachers. Special education teachers should be given the advantage of other special teachers in music, physical education, etc. (This is good for the kids, too.)

The supply of such teachers is still short. Teachers must be encouraged to enter this special field and continue to be encouraged to stay in the field by being justifiably paid an added increment for the work. It is worth more to be able to teach these children.

It appears a school has no choice.

More problems--more dedication to work--more patience--special training.

If more financial aid were available from the state level, I would agree that it would be desirable to pay a differential. Right now the local district is carrying by far the greatest share of the load. Since this is the case, then I think the special education teachers should expect to be placed on schedule as the rest of the teachers are.

We pay no salary differentials to any members of our 110 member faculty unless they do extra work such as coach at night, direct plays or work more than nine months. I see no reason to pay teachers of retarded children any more than teachers of regular classes.

Not justified if they are paid on a salary schedule which includes their extra training.

1. Very difficult positions.
2. Teachers very hard to find.
3. Many teachers will <u>not</u> do this type of teaching--not interested.
4. Requires special training--many teachers will not go back to college for this type of training.

Specialized training of teachers to assume positions in departmentalized situations does not necessarily mean that differentials in salary should be accorded. I do not think that special education teachers should automatically receive more salary than their associates assigned to regular classroom instruction. Should shortages in available candidates exist or should other circumstances affect the employment or tenure of a special education teacher, necessary increments could well be given by board same as for teachers anywhere in system."